# CHAPTER 1

# A day in my life



## Chapter Overview



### Discover:

- Students discover family structures and roles, as well as common challenges that might be encountered day to day. Students explore how families can help solve problems and what it means to cooperate in the classroom.



### Learn:

- Students learn what it means to be a good citizen, effective time management skills, and conflict resolution strategies. Students practice collaborating in a group to write a script for a play.



### Share:

- Students collaborate to create a play that demonstrates a problem from their daily life and how they solved it.

# Pacing Guide

| Lesson | Instructional Focus | Key vocabulary |
|---|---|---|
| **Discover** | **Students will:** | |
| 1 | - Discover the scope of the final Share project.<br>- Describe family structures.<br>- Compare students' family structures.<br>- Identify students' responsibilities in a family. | - Responsibility. |
| 2 | - Identify how to cooperate with family members at home.<br>- Read and answer questions about stories that describe everyday life and how problems are solved.<br>- Respond to a story to make a connection to a character.<br>- Describe choices made by characters in a story. | - Problem.<br>- Solution. |
| 3 | - Identify ways students cooperate with others at school.<br>- Identify problems with peers encountered at school.<br>- Describe how others can have positive and negative impacts on our behavior. | - Cooperate.<br>- Negative.<br>- Positive. |
| **Learn** | **Students will:** | |
| 4 | - Describe what it means to be a good citizen.<br>- Analyze behavior in terms of good citizenship.<br>- Categorize daily behaviors. | - Citizen.<br>- Citizenship.<br>- Community.<br>- Respect. |
| 5 | - Observe patterns in their daily routines.<br>- Identify and describe choices made in daily life.<br>- Analyze how they make choices. | - Pattern.<br>- Routine. |
| 6 | - Practice telling and writing time to the hour and half hour.<br>- Identify strategies to effectively manage time. | - Analog.<br>- Priority.<br>- Digital.<br>- Time management. |
| 7 | - Identify conflict resolution skills to solve problems.<br>- Role Play using conflict resolution skills. | - Compromise.<br>- Conflict resolution. |
| 8 | - Review the student rubric for the Share project.<br>- List the parts of a play.<br>- Collaborate to write a short play. | - Characters.<br>- Conflict resolution.<br>- Props.<br>- Scenery.<br>- Setting.<br>- Compromise.<br>- Script. |
| **Share** | **Students will:** | |
| 9 | - Rehearse a short play in groups.<br>- Create props and scenery relevant to the plot of the play.<br>- Offer feedback to peers. | - Improve.<br>- Rehearse.<br>- Feedback. |
| 10 | • Perform a play demonstrating a problem and solution from daily life.<br>• Share performances with another school in Egypt (optional). | - Performance.<br>- Self-assessment. |




# Meet Dodo's family




**Read, then choose to complete the story:**

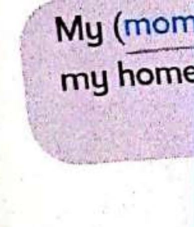


Hi! My name is Dodo.
I am 7 years old.
I have (one - two) sister(s)and
(one - two) brother(s).

We live with our mom, dad,
grandma and grandpa in
a/an (apartment - big house)
building.

I also have an aunt, an uncle and
(two - three) cousins.
They live in Cairo near us.

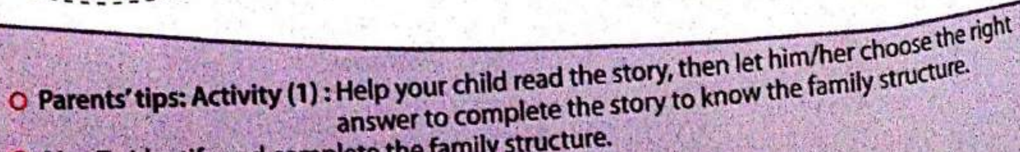




My (mom
my home



Aim: To



- **Parents' tips: Activity (1) :** Help your child read the story, then let him/her choose the right answer to complete the story to know the family structure.
- **Aim:** To identify and complete the family structure.
- **Subjects integration:**
  - **English:** Read.
  - **Math:** Counting.
  - **Social Studies:** Learn to help each other - Identify family structure.
  - Identify the responsibility of family members.

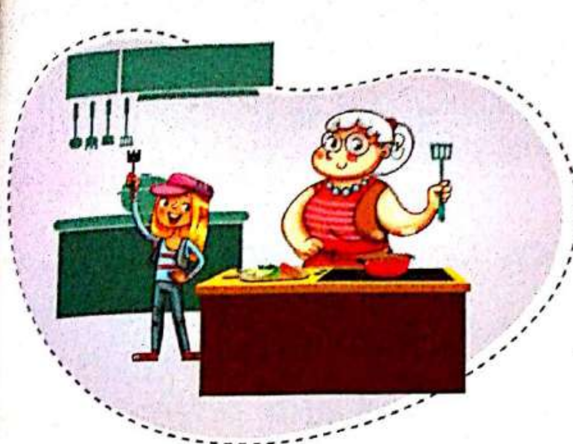
e story:

odo.
d.
er(s)and
r(s).

le and

us.

the right
ure.



Everyone helps in my house. Grandma goes to the market to buy food to cook dinner. My (brother - sister) helps her prepare dinner.



My (mom - dad) helps me do my homework after cleaning the house.



If something is broken in the house, my (dad - mom) fixes it. My dad lets me help him fix it. I really enjoy being helpful to my family.

Aim: To identify your responsibility towards your family.





# My responsibility in my family

## Activity 2 Choose your job in your family:

I am responsible for ........... .



washing the dishes



cleaning my room



taking the trash out



helping in cooking dinner



watering the plants



picking up the toys

- **Parents' tips: Activity (2):** Help your child know his/her responsibility by choosing the most suitable answer.
- **Aim:** To identify your responsibility towards your family.
- **Subjects integration:** - **English:** Read and understand sentences to identify responsibilities.
  - **Applied sciences:** Identify his/her responsibility in his/her family.
- **Life Skills:** Observation - Provide effective feedback.



# Graphing our family responsibilities




**Use the given data to complete the bar graph:**

You have some information about different family members' responsibilities.

**Cleaning room**

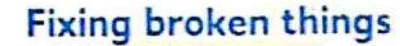








Grandma Dad Mum Sister Brother Grandpa





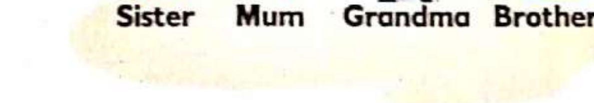


Dad Brother

**Washing dishes**



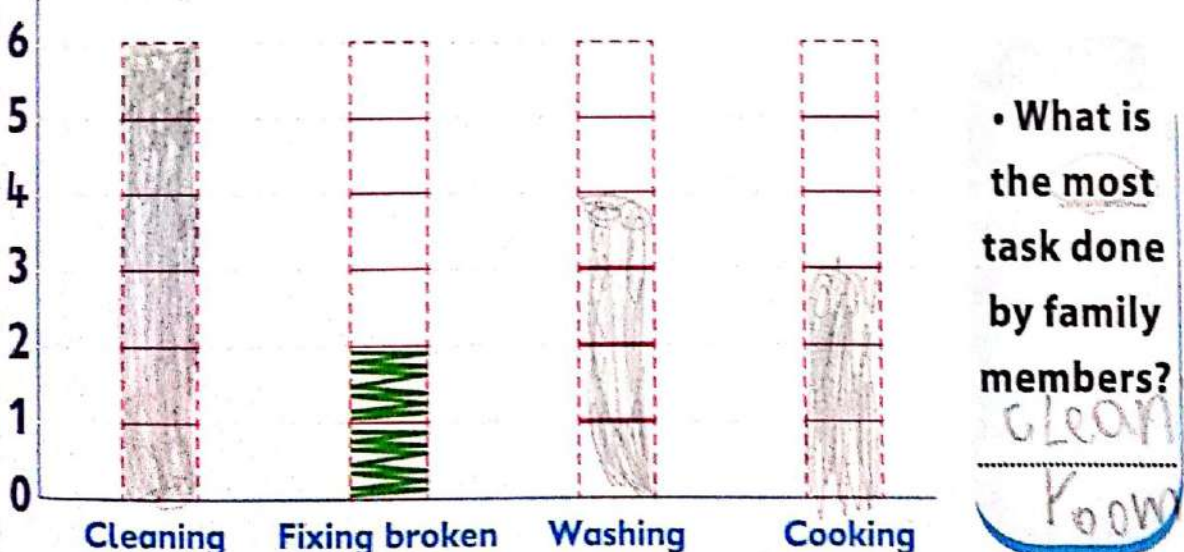



**Cooking**




Mum Dad Grandma




- What is the most task done by family members?

Cleaning room

Parents' tips: Activity (3) : Help your child complete the bar graph to identify the family members' responsibilities towards their families.

Aim: To identify the family responsibilities.

Subjects integration:
- Science: Use observations to describe patterns.
- Social Studies: Identify the roles of family members towards their families.
- Math: Solve simple put-together, take-apart and compare problems using data presented in a bar graph.

Life Skills: Observation - Learn to live together - Collaboration.






# Problems and solutions




Look and think, then tick (✓) who help you:

Problem




Who helps in solution?







I can't do my homework.






My door knob is broken.






I can't find a seat.

- **Parents' tips: Activity (1) :** Help your child tick (✓) the correct answer to identify who helped Dodo.
- **Aim:** Identify how to solve the daily problems.
- **Subjects integration:** Discuss with your child the daily problems that face him/her and who helped him/her to solve it.
  - **English:** Ask and answer questions about details in photos.
  - **Applied sciences:** Identify ways of getting help from family members for making decisions and solving problems.
  - ... communicating with others.




## Match the problem to the correct solution:

**Problem**






I can't cross the road.







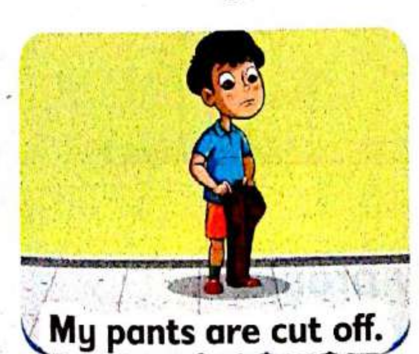
I can't reach my book.





I can't tie my shoelace.





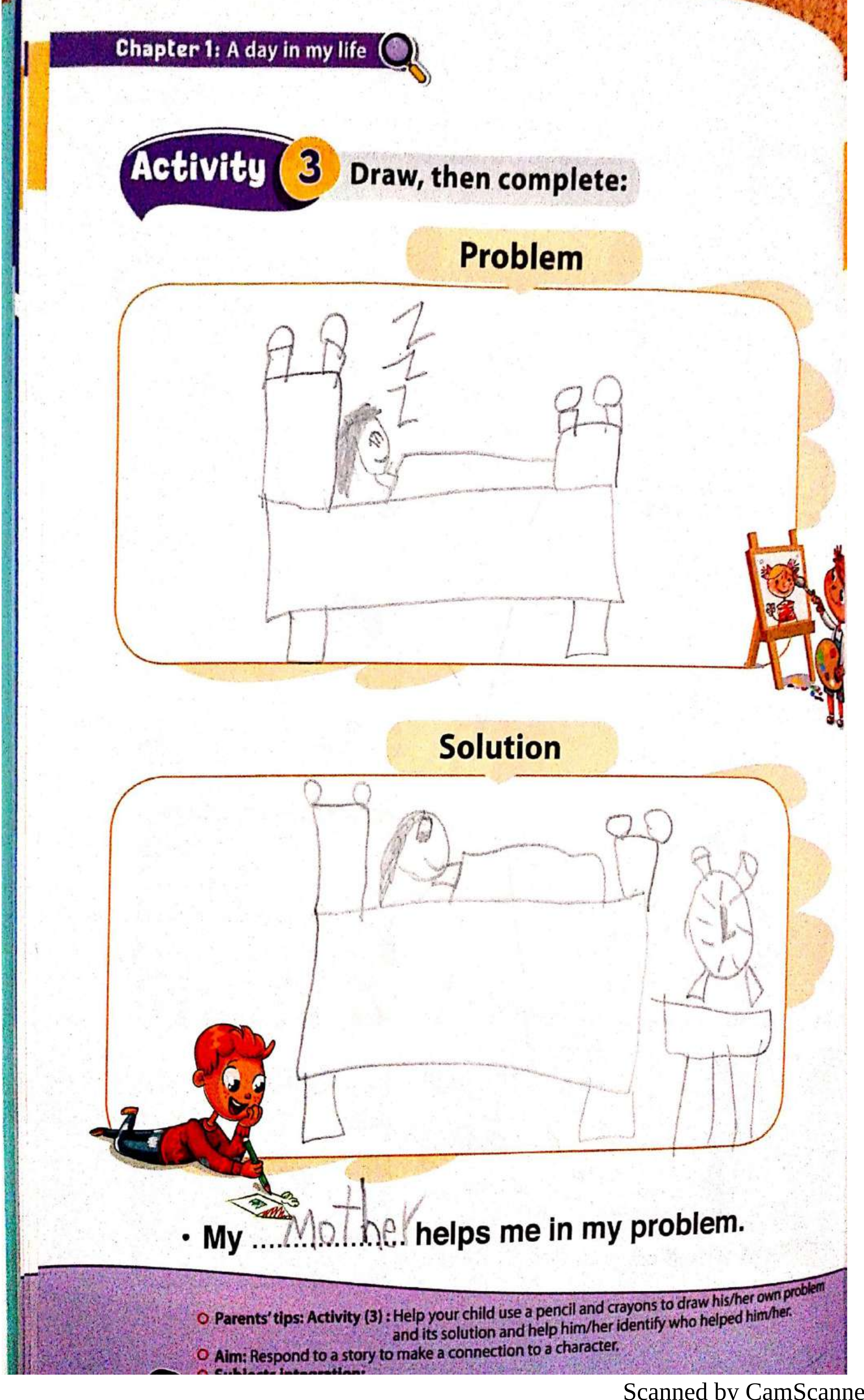
My pants are cut off.



- **Parents' tips: Activity (2):** Help your child match each problem with its solution.
- **Aim:** Identify how problems are solved.
- **Subjects integration:**
  - **Applied sciences:** Explain the role of different family members.
  - **Social Studies:** Identify ways of getting help from family members.
- **Life Skills:** Observation - Analyze the parts of the problem.



## Activity 3 Draw, then complete:




- My ......Mother...... helps me in my problem.

- **Parents' tips: Activity (3) :** Help your child use a pencil and crayons to draw his/her own problem and its solution and help him/her identify who helped him/her.
- **Aim:** Respond to a story to make a connection to a character.
- **Subjects integration:**




# Working with my classmates




Tick (✓) for what should we do when we cooperate with each other:



Share materials with each other ◯



Talk loudly ◯



Respect each other ◯



Share ideas ◯



Work individually ◯



Work together ◯

- **Parents' tips: Activity (1):** Help your child choose the right actions that he/she should do to cooperate with friends and there is some individual work you should do sometimes to complete your task in the team.
- **Aim:** Identify ways students cooperate with each other at school.
- **Subjects integration: - Social Studies:** Demonstrate the good behaviors that we should follow.
  - **Applied sciences:** Express positive attitudes towards yourself and others.
  - **Vocational fields:** Work cooperatively with another student to accomplish a task.
- **Life Skills:** Respect for others' opinions.





## Activity 2 Complete the sentences using the words to describe the meaning of "cooperation":

(please - Sharing - Respecting - politely)



Cooperation means

1. Working together ............ .
2. .............. our partners ideas.
3. .............. materials with our partners.
4. Using the word .............. on asking for something from our partners.



- Parents' tips: Activity (2): Help your child complete the sentences that explain the meaning of "cooperation".
- Aim: Identify ways students cooperate with each other at school.
- Subjects integration:
  - English: Write complete sentences.
  - Vocational fields: Identify how to cooperate at both home and school.
  - Social Studies: Demonstrate behaviors associated with responsible citizen such as (respect).
- Life Skills: Respect for others' opinions.






**The teacher asked the students to make a model of Cairo Tower. Choose which group will succeed:**







- **Parents' tips: Activity (3):** Help your child identify the cooperative team.
- **Aim:** Identify ways students cooperate with others at school.
- **Subjects Integration:**
  - **English:** Participate in collaborative conversations with peers and adults about collaboration.
  - **Social Studies:** Demonstrate behaviors of a good citizen (such as: Respect).
  - **Vocational fields:** Work cooperatively with another student to accomplish a task.
- **Life Skills:** Respect for others' opinions.






# Being a good citizen




**Read, then match the behaviors of the good citizen to its picture:**

I am an Egyptian citizen and I belong to my school community.









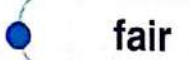












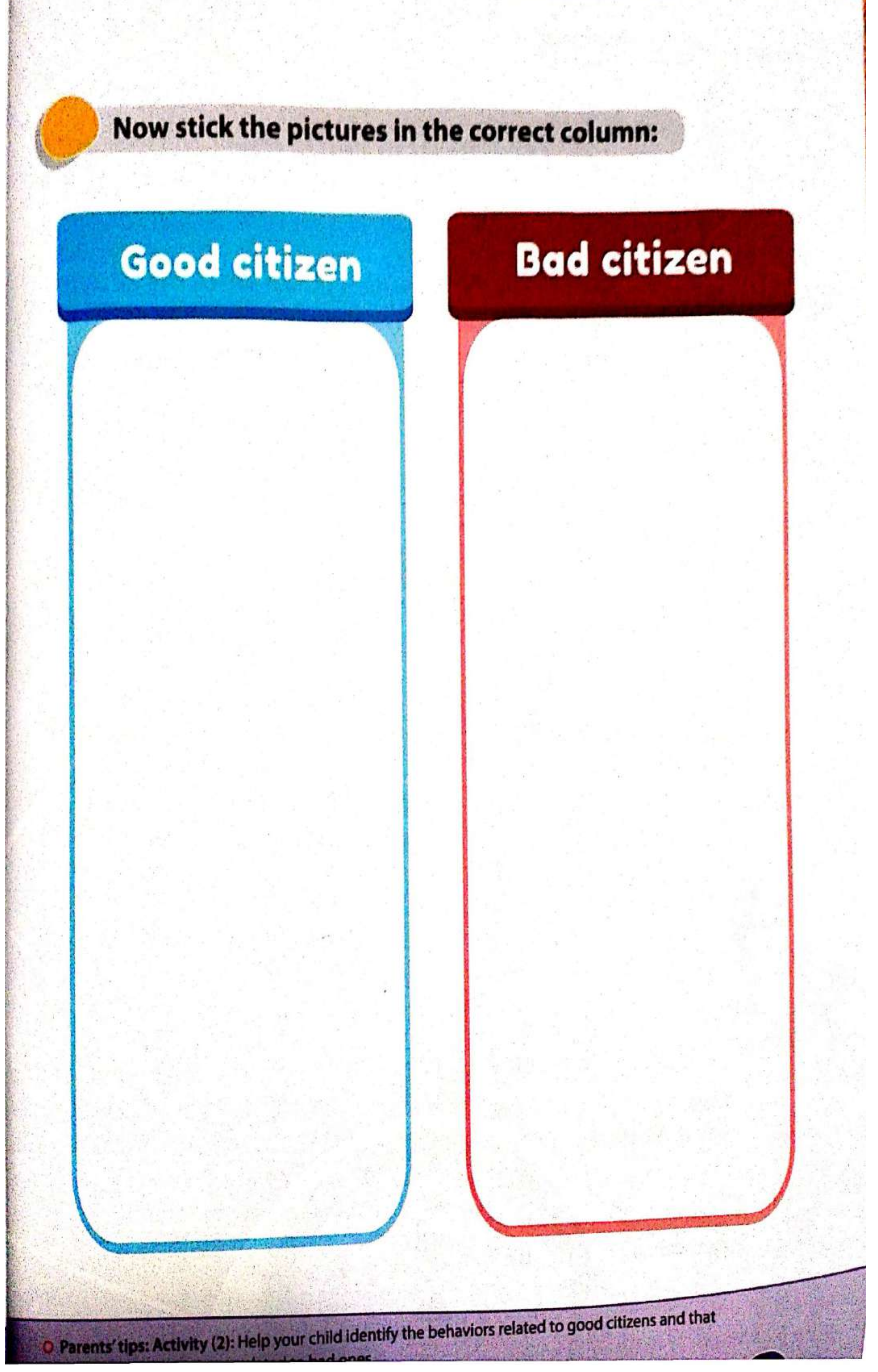

- **Parents' tips: Activity (1):** Help your child match words to the correct behavior.
- **Aim:** Analyze behavior in terms of being a good citizen.
- **Subjects integration:**
  - **English:** Determine how words can convey different emotions (as happiness and sadness).
  - **Social Studies:** Demonstrate behaviors of a good citizen (as respect, fairness and honesty).
- **Life Skills:** Demonstrate empathy in communicating with others.

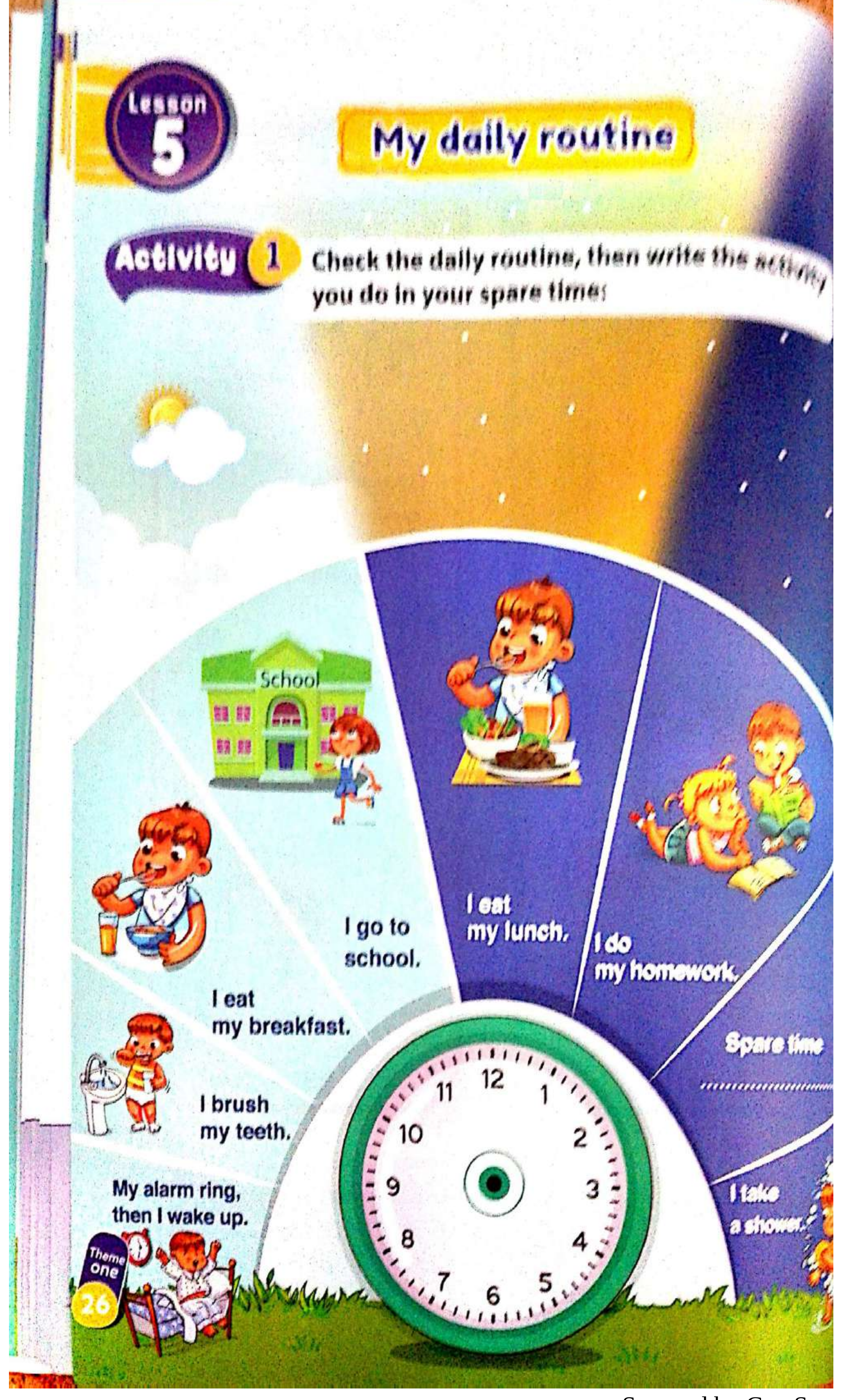


## Activity 2 Cut the pictures, then stick them in the correct column:




- **Parents' tips: Activity (2):** Help your child identify the behaviors related to good citizens and that related to bad ones.
- **Aim:** Analyze behavior in terms of being a good citizen.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers about good behaviors.
  - **Social Studies:** Differentiate between the good citizen and the bad one.


Now stick the pictures in the correct column:
Good citizen
Bad citizen
Parents' tips: Activity (2): Help your child identify the behaviors related to good citizens and that



Lesson 5
My daily routine
Activity 1
Check the daily routine, then write the activity you do in your spare time:
School
I go to school.
I eat my lunch.
I do my homework.
I eat my breakfast.
Spare time
I brush my teeth.
My alarm ring, then I wake up.
I take a shower.
12
1
2
3
4
5
6
7
8
9
10
11
Theme one
26



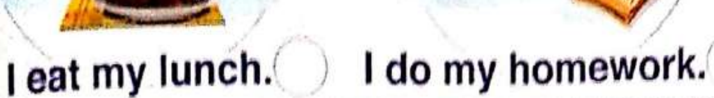

## Activity 2 Look at the following pictures, then tick (✓) the suitable answer:



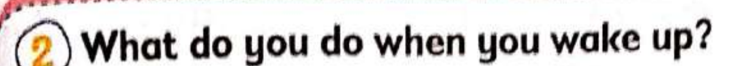
1) What do you do after coming back from the school?







I eat my lunch. ◯ I do my homework. ◯ I brush my teeth. ◯



2) What do you do when you wake up?








I brush my teeth. ◯ I go to school. ◯ I do my homework. ◯

3) What do you do in your spare time?

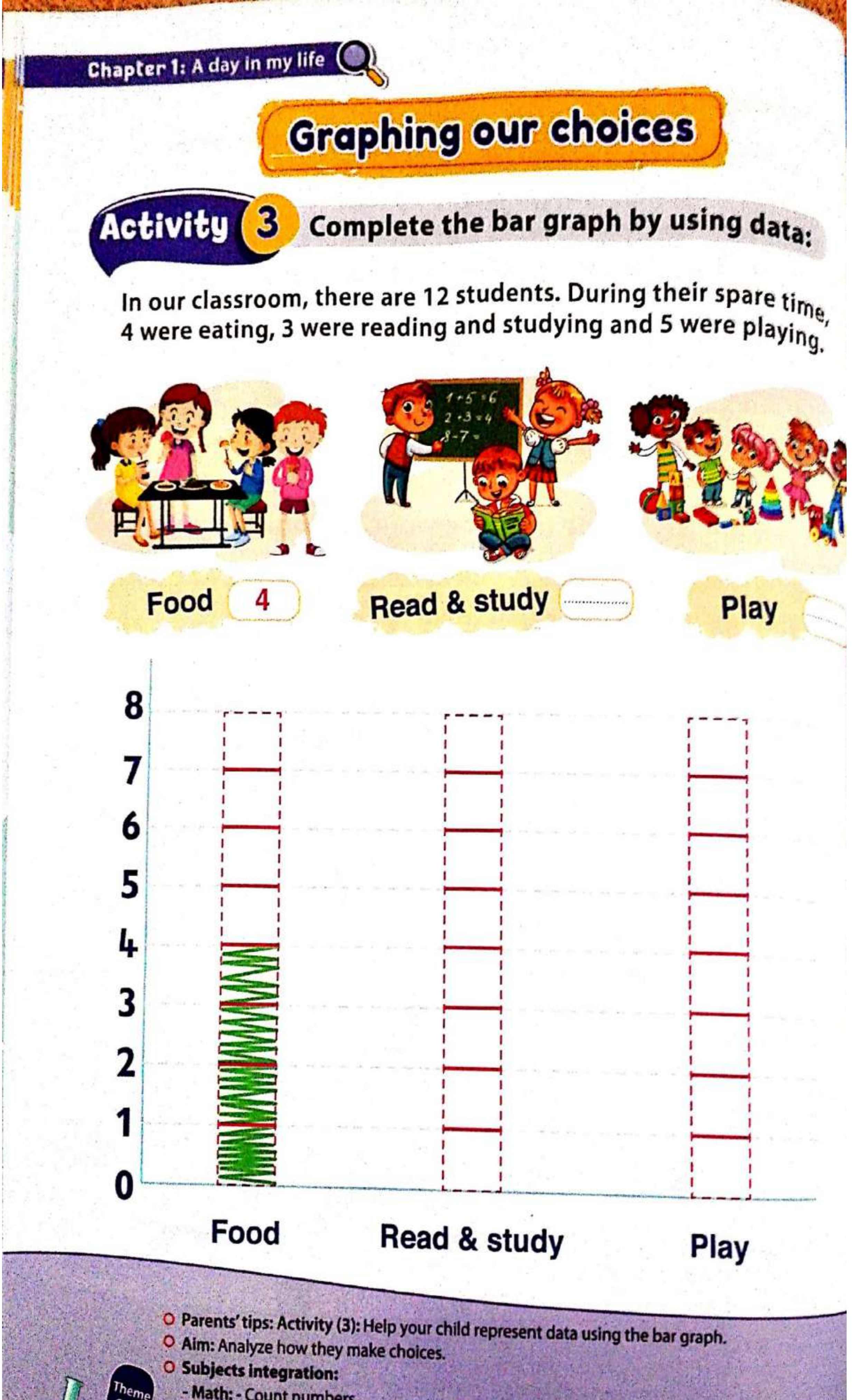






I play football. ◯ I draw. ◯ I swim. ◯

- **Parents' tips: Activity (1):** Help your child write what he/she does during spare time.
  **Activity (2):** Help your child know how to spend his/her spare time during the daily routine.
- **Aim:** Observe patterns in daily routine and identify choices made in daily life.
- **Subjects Integration:**
  - **English:** Ask and answer questions about how they spend their time.
  - **Science:** Use observation to describe patterns.





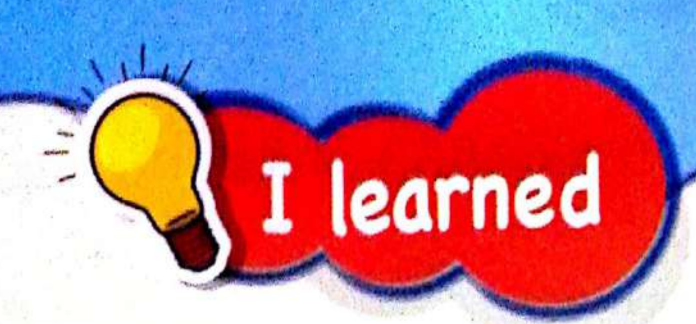
# Graphing our choices

## Activity 3 Complete the bar graph by using data:

In our classroom, there are 12 students. During their spare time, 4 were eating, 3 were reading and studying and 5 were playing.



- Parents' tips: Activity (3): Help your child represent data using the bar graph.
- Aim: Analyze how they make choices.
- Subjects integration:
  - Math: - Count numbers.
    - Organize data into scaled bar graph.
  - Art: Use coloring tools to complete the bar graph.
- Life Skills: Provide effective feedback.



# I learned

Tick (✓) for what you learned:



Every member in a family has a job to do. Even me.



Our family helps us solve our problems.

Cooperation means:

1. Working together.
2. Sharing materials.
3. Respecting each other.



Being a good citizen means:






# Reading a clock



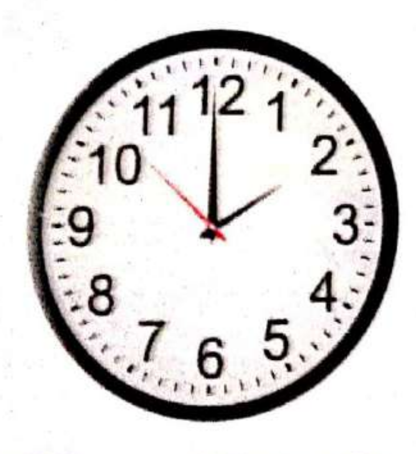

Look, then complete:

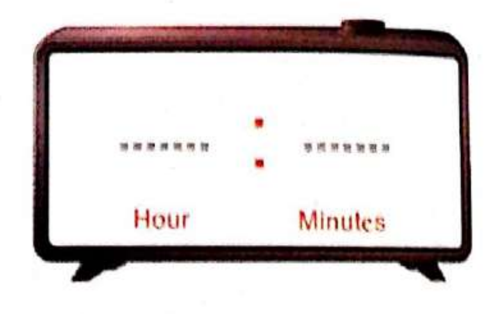
**Analog Clock** | **Digital Clock**






Three and half o'clock






............... o'clock

Two o'clock

- **Parents' tips: Activity (1) :** Help your child differentiate between the types of clocks: analog digital clocks; and how to tell the time using both types.
- **Aim:** Practice telling and writing time to the hour and half hour.
- **Subjects integration:**
  - **English:** Read and write the time in letters.
  - **Math:** Tell and write the time from analog and digital clocks.
- **Life Skills:** Provide effective feedback.






## Match each clock to the correct time:



○ eleven and half



○ four and half




○ twelve and half



○ two o'clock



○ two and half

**Parents' tips: Activity (2) :** Help your child know the types of clocks and how to tell the time using both types of clocks: analog and digital clocks.

**Aim:** Practice telling time to the hour and half hour.

**Subjects integration:**

- **English:** Read the time.
- **Math:** Tell and write the time from analog and digital clocks.

**Life Skills:** Provide effective feedback.



# Priority or not priority




Classify the pictures and write down each activity in its correct place in the table:



Watching TV



Studying



Eating



Playing with friends



Shopping for toys



Visiting a sick friend

| Must do (priority) | Want to do (not priority) |
|---|---|
| Ex. ........Eating........ | Ex. ........Watching TV........ |
| ........................ | ........................ |
| ........................ | ........................ |
| ........................ | ........................ |

- **Parents' tips: Activity (3):** Help your child differentiate between the "must do activities" and "want to do ones" and let him/her give another examples.
  Which activities are priorities "must do"? Would you spend little time or a lot of time on them?
  Which activities are not priorities "would like to do"? How much time would you spend on them?
- **Aim:** Identify strategies to effectively manage time.
- **Subjects integration:**
  - **English:** Ask and answer questions about the "must" and "want to do" activities.
  - **Math:** Explain that a day equals 24 hours.
  - **Science:** Differentiate between "must do" and "want to do" activities.
- **Life Skills:** Segment goals into specific steps.

# Time management




Look, then complete:

Kareem has 60 minutes to...

break

Spent time
15 min.

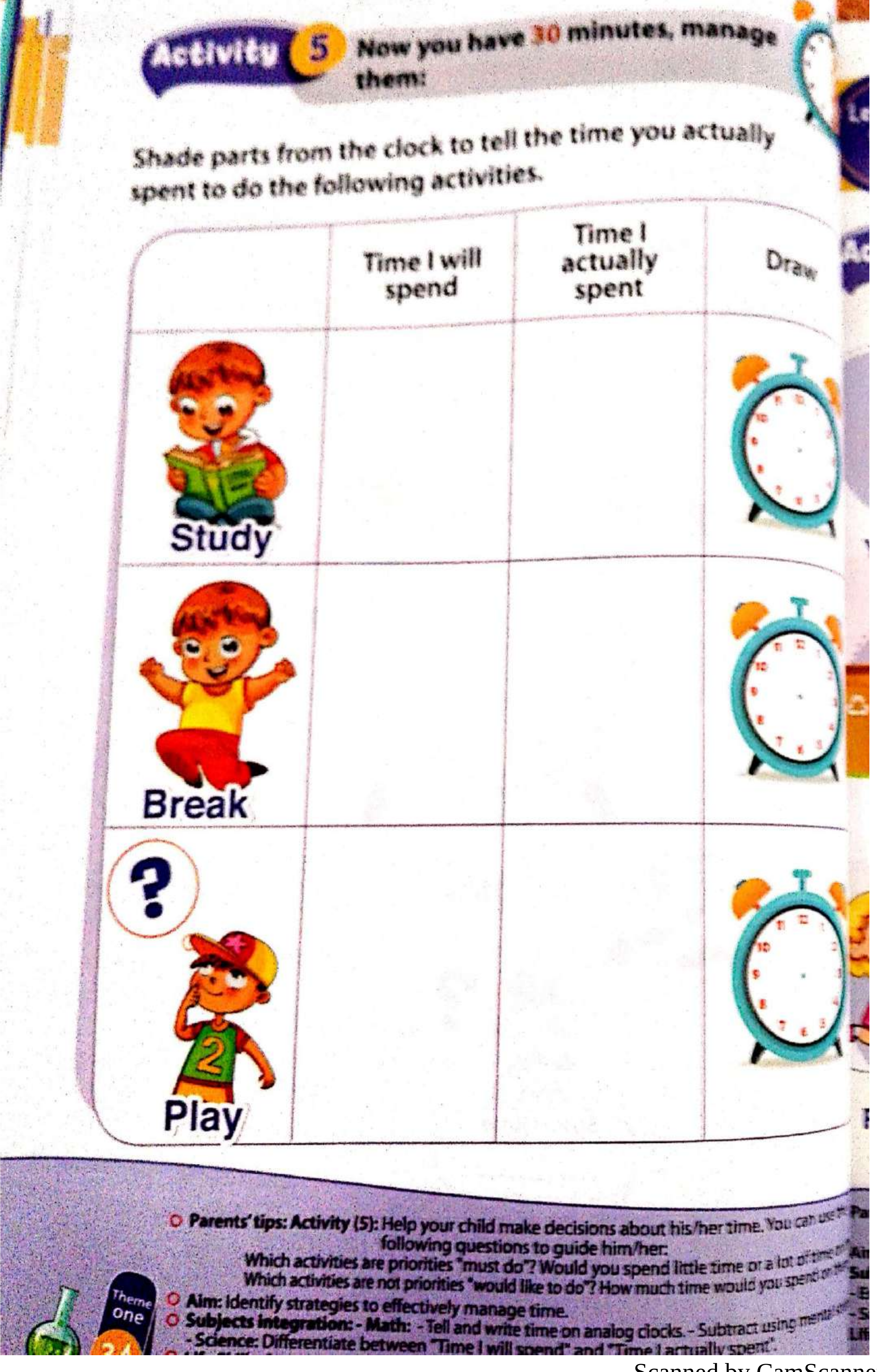
study

Spent time
30 min.

play

Spent time
.............

Parents' tips: Activity (4): Help your child understand the concept of time management:
Aim: Identify strategies to effectively manage time.
Subjects Integration:
- Math: Subtract using mental strategies.
- Science: Use observation to describe patterns.
Life Skills: Setting clear goals.



## Activity 5 Now you have 30 minutes, manage them:

Shade parts from the clock to tell the time you actually spent to do the following activities.

| | Time I will spend | Time I actually spent | Draw |
|---|---|---|---|
| Study | | | |
| Break | | | |
| ? Play | | | |

- **Parents' tips: Activity (5):** Help your child make decisions about his/her time. You can use the following questions to guide him/her:
  Which activities are priorities "must do"? Would you spend little time or a lot of time
  Which activities are not priorities "would like to do"? How much time would you spend
- **Aim:** Identify strategies to effectively manage time.
- **Subjects integration: - Math:** - Tell and write time on analog clocks. - Subtract using mental
  - **Science:** Differentiate between "Time I will spend" and "Time I actually spent".




# Peace breaker or peacemaker




Draw ☹ for peace breaker, ☺ for peacemaker:



Yell and scream



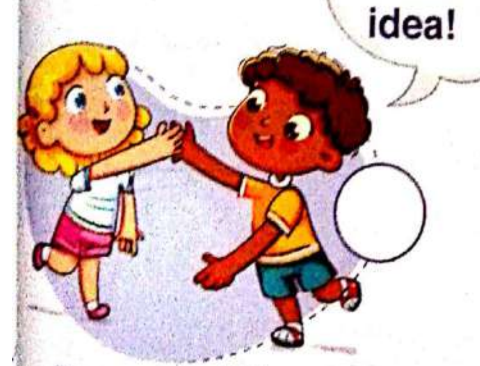
Fight



Ignore rules




Apologize




Respect different ideas



Take turns

**Parents' tips: Activity (1):** Help your child identify the "peacemaker" behavior and "peace breaker" behavior using smiley faces.

**Aim:** Identify conflict resolution skills to solve problems.

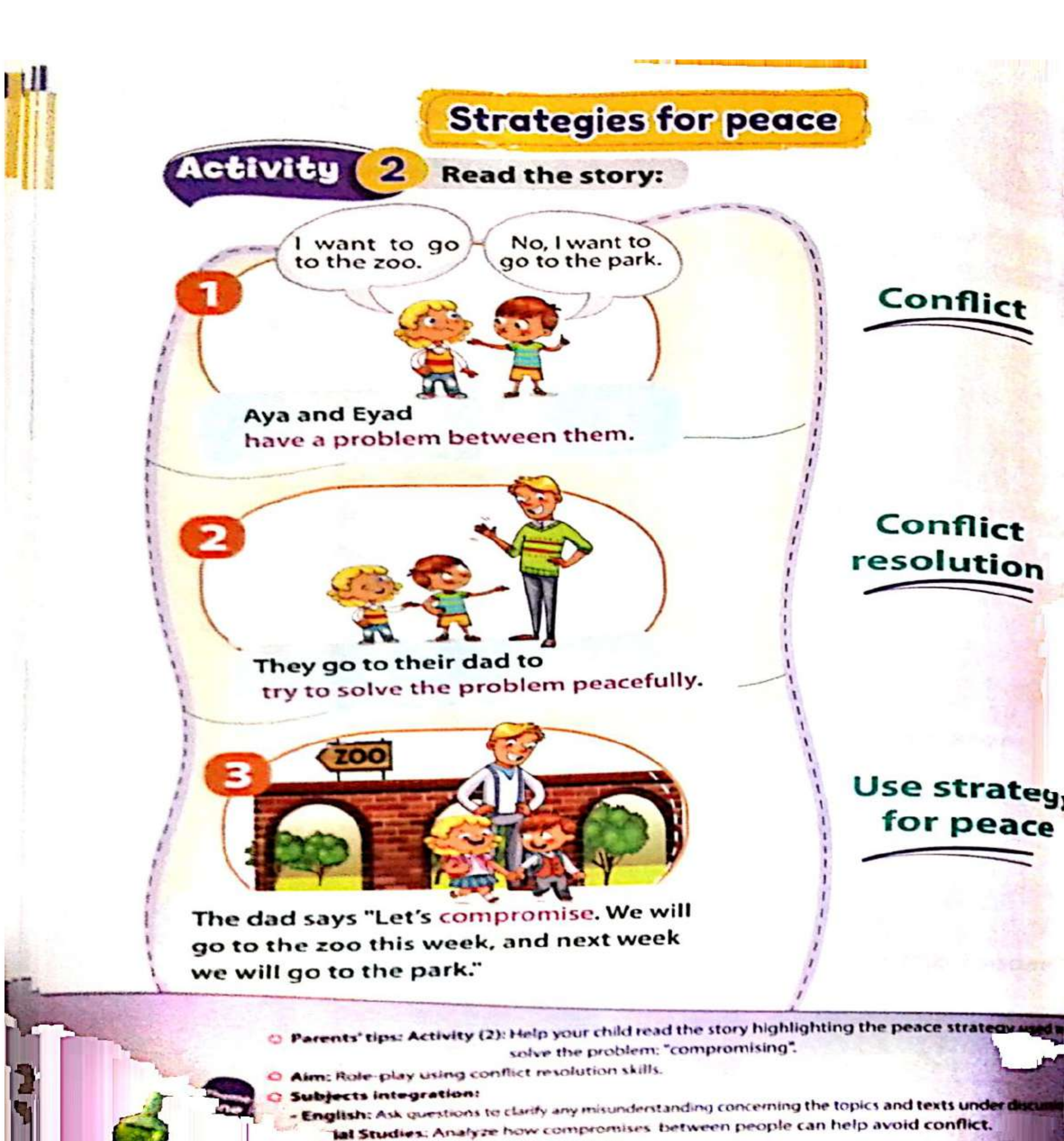
**Subjects integration:**

- **English:** Ask and answer questions about the correct behaviors.
- **Social Studies:** Describe how making choices affects self and others.
- **Life Skills:** Respect multiple and diverse perspectives to broaden and deepen understanding.



## Strategies for peace

**Activity 2** Read the story:




- **Parents' tips: Activity (2):** Help your child read the story highlighting the peace strategy used to solve the problem: "compromising".
- **Aim:** Role-play using conflict resolution skills.
- **Subjects integration:**
  - **English:** Ask questions to clarify any misunderstanding concerning the topics and texts under discussion.
  - **Social Studies:** Analyze how compromises between people can help avoid conflict.
  - **Maths:** Analyze parts of the problem.





**ctivity 3 Read, then choose the suitable strategy:**



oha and Doaa have a problem between them, Noha oke Doaa's toy, look at the wheel, then choose them suitable strategy for peace.




rents' tips: Activity (3): Explain to your child that he/she can use any of these strategies to solve any problem.
Read the problem and encourage your child to choose the suitable strategy and discuss why he/she thinks it is suitable for the problem.

m: Identify conflict resolution skills to solve problems.

bjects integration:

nglish: Ask and answer questions about strategies for peace.

ocial Studies: Analyze how the strategies for peace can avoid conflict.

e Skills: Analyze parts of the problem.





## Activity 4 Match each problem to the suitable strat



### The problem



The girl feels angry as her friend is shouting at her.



The boy broke the glass of the window.



The boy is bothering his friend.



The girl wants to play with the doll and her sister wants to draw.

### Strategy for peac



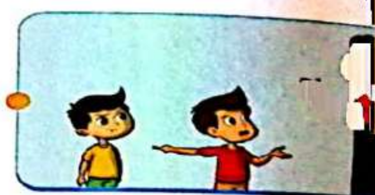
He should apologiz




She should say "St



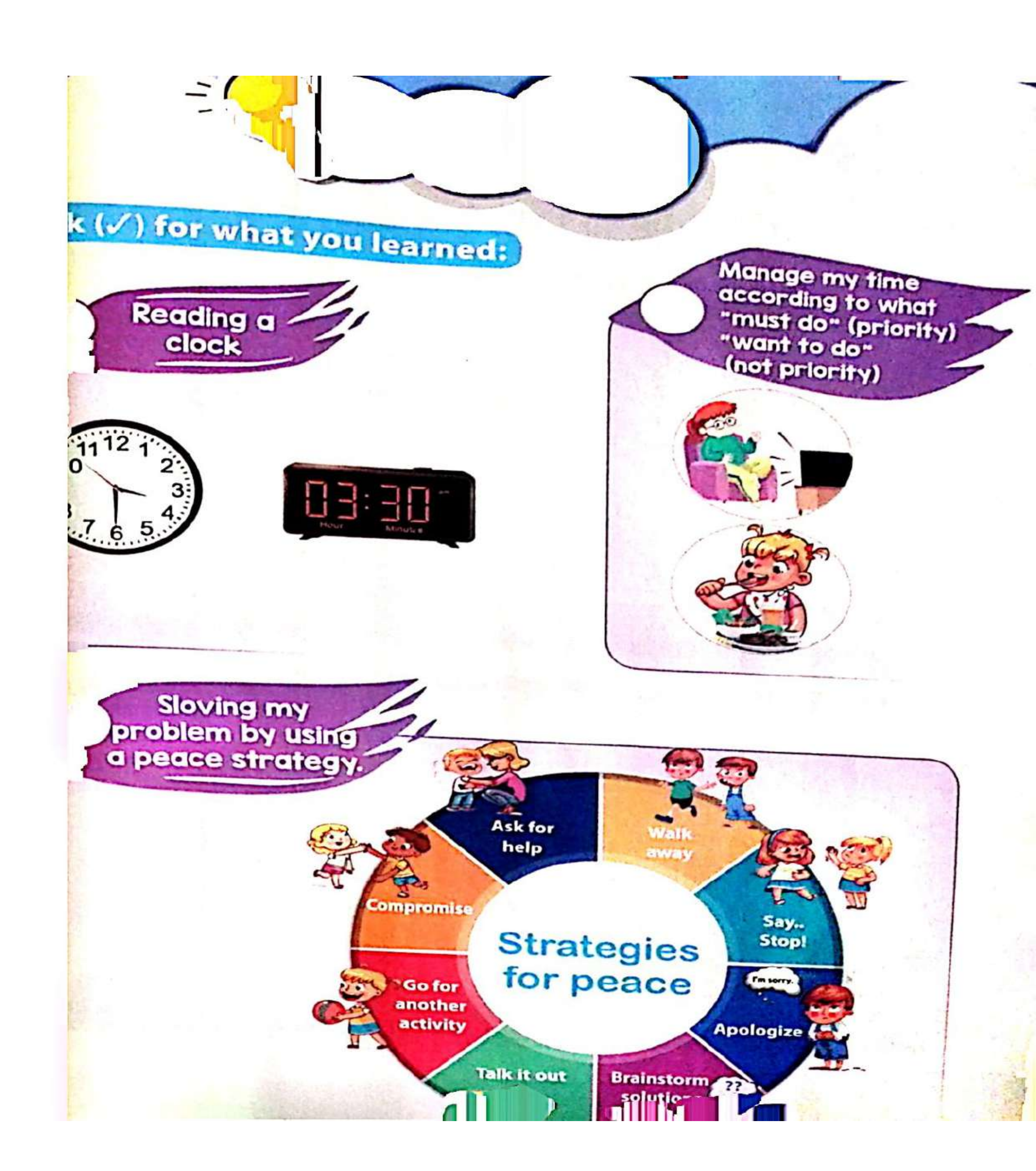
They should compro



He should ask for he



- Parents' tips: Activity (4): Help your child match each situation to its suitable
- Aim: Identify conflict resolution skills to solve problems.
- Subjects integration:
  - English: Participate in collaborative conversations about the suitable strate
  - Social Studies: Identify the importance of the strategies of peace in solving
- Life Skills: Demonstrate empathy in communicating with others.



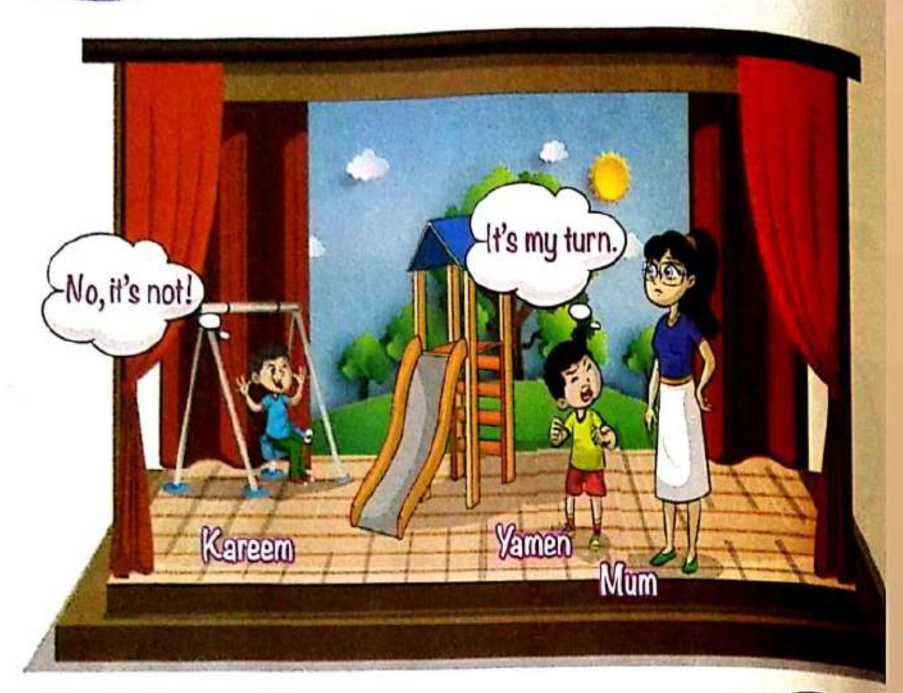
k (✓) for what you learned:
Reading a clock
03:30
Hour
Manage my time according to what "must do" (priority) "want to do" (not priority)
Sloving my problem by using a peace strategy.
Strategies for peace
Ask for help
Walk away
Say.. Stop!
I'm sorry.
Apologize
Brainstorm
Talk it out
Go for another activity
Compromise

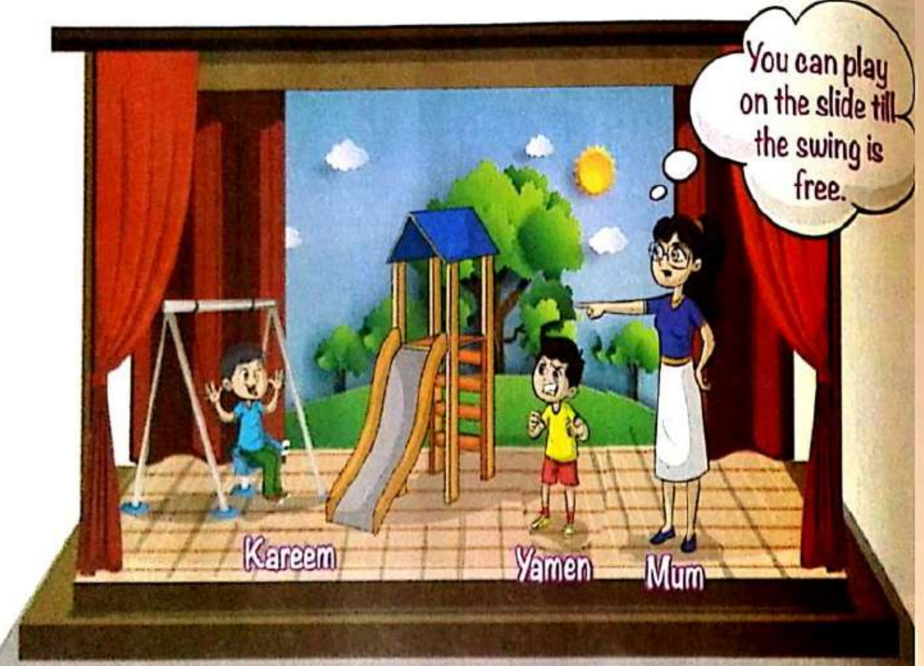



# Planning a play




Read and complete:




- **Parents' tips: Activity:** Help your child identify the 5 elements of a play: characters, setting, pr topic and script and also, help him/her to identify how to use the strat for peace to solve problems.
- **Aim:** Role-play using conflict resolution.

**Look at the previous play, then complete the parts (elements) of the play:**



Kareem



the park



Sun

Swing

**4. Topic**

- Conflict (problem)

- Resolution (strategy)

go to another activity

**5. Script** (what the character says)

**Yamen:** It is my turn.

**Kareem:**

**Mum:** You can play on the slide till the swing is free.

**Subjects Integration:**

**English:** Arrange events in the story and use temporal words to signal event order.

**Applied sciences:** Express positive attitudes towards yourself and others.

**Life Skills:** Effective management and organization of tasks.




Lessons
9&10
Planning a play
Look at the picture and write your own play
1. Characters (who)
3. Props
(objects used)
4. Topic
o Conflict (problem)
o Resoluti

........:........................................................

........:........................................................

........:........................................................

........:........................................................

........:........................................................

## Self-assessment

ick (✓) the elements you have in your play:

| | |
|---|---|
| have a setting in my play. | |
| have characters in my play. | |
| have props in my play. | |
| have a conflict/ problem in my play. | |
| used a peace strategy to solve it. | |
| wrote a script for the play. | |

ck (✓) how well you did.

| ly play still eeds work. | My play is good. | My play is excellent. |
|---|---|---|
| | | |



# 2 Taking care of me

## Chapter Overview

### Discover:

- Students will discover how humans and animals grow and change and how body parts are specialized for certain functions. Students experience how engineering can help us meet our needs.

### Learn:

- Students learn about food groups and how to make healthy choices in selecting foods to eat. Students explore habits that maintain health and ways to keep our food safe. Students create a tool to collect or clean vegetables.

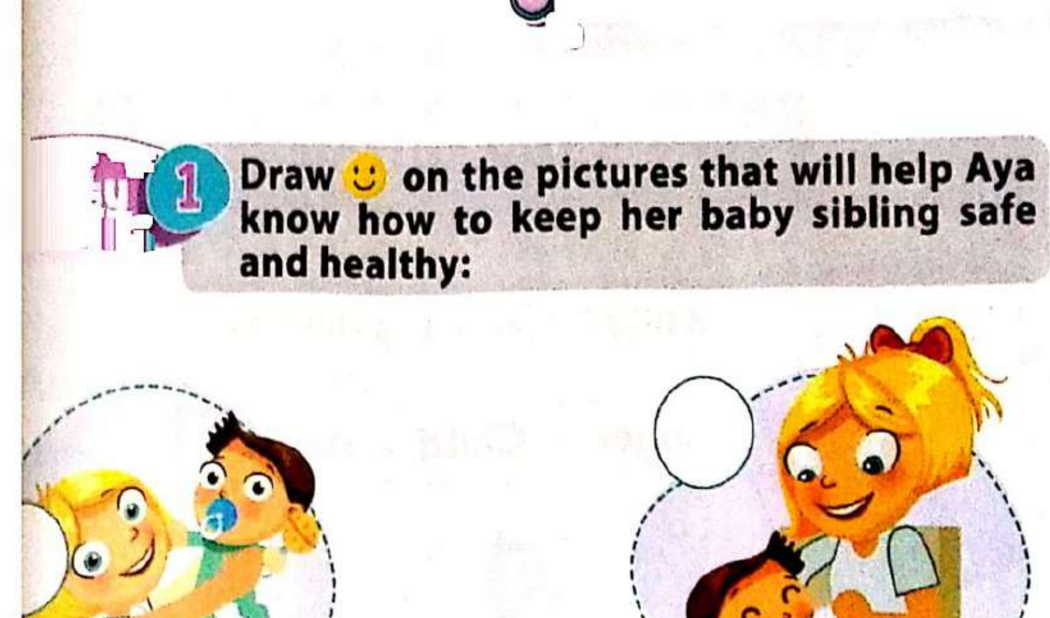
### Share:

- Students collaborate to create a commercial advertising the tool or device they created.

| Instructional Focus | Key vocabulary |
| --- | --- |
| - Explain basic changes of human growth and development.<br>Compare and contrast life cycles of various living things (humans, animals, plants). | - Grow.<br>- Life cycle.<br>- Living things. |
| - Identify external animal body parts and match to their functions.<br>- Compare human and animal features and functions.<br>- Explain how external body parts help us meet basic needs. | - Function.<br>- Needs. |
| - Analyze the importance of various body parts.<br>- State an opinion with support.<br>- Discover ways engineers can help people and animals. | - Engineer.<br>- Opinion. |
| - Identify major food groups.<br>- Identify food sources as either plant or animal.<br>- Apply understanding of food groups to composing nutritious meals.<br>- Describe how a diverse diet contributes to health. | - Food groups.<br>- Nutrients.<br>- Nutritious.<br>- Variety.<br>- Serving. |
| - Describe how making choices affects self, family, school, and community.<br>- Categorize safe habits to maintain health.<br>- Use mathematics to solve word problems. | - Category. |
| - Identify ways to keep food safe, including refrigeration, washing, expiration dates, clean tools/hands.<br>- Communicate advice through images and words. | - Expiration.<br>- Spoil. |
| - Describe the steps of the engineering design process.<br>- Describe the importance of each step in the process.<br>- Make connections to real life engineering examples. | - Engineering design process.<br>- Engineer. |
| - Plan and design a tool or device to collect or clean vegetables.<br>- Practice applying the engineering design process. | - Device.<br>- Tool. |
| • Students will:<br>- Improve a tool or device to collect or clean vegetables.<br>- Create a commercial to share and explain the new tools. | - Commercial.<br>- Emotions.<br>- Expert. |
| - Share tool for collecting or cleaning vegetables in a commercial.<br>- Demonstrate good listening skills.<br>- Communicate using persuasive techniques. | - Performance.<br>- Self-assessment. |


Lesson 1
Aya's growing family
"Our family just had a new baby."
Theme one
46

**1** **Draw 🙂 on the pictures that will help Aya know how to keep her baby sibling safe and healthy:**



-gently"

"Feeding"



"Leaving him cry."



-glecting him."



"Bathing"

's' tips: Activity (1): Help your child identify the right actions that Aya should follow to keep her baby sibling safe and healthy.

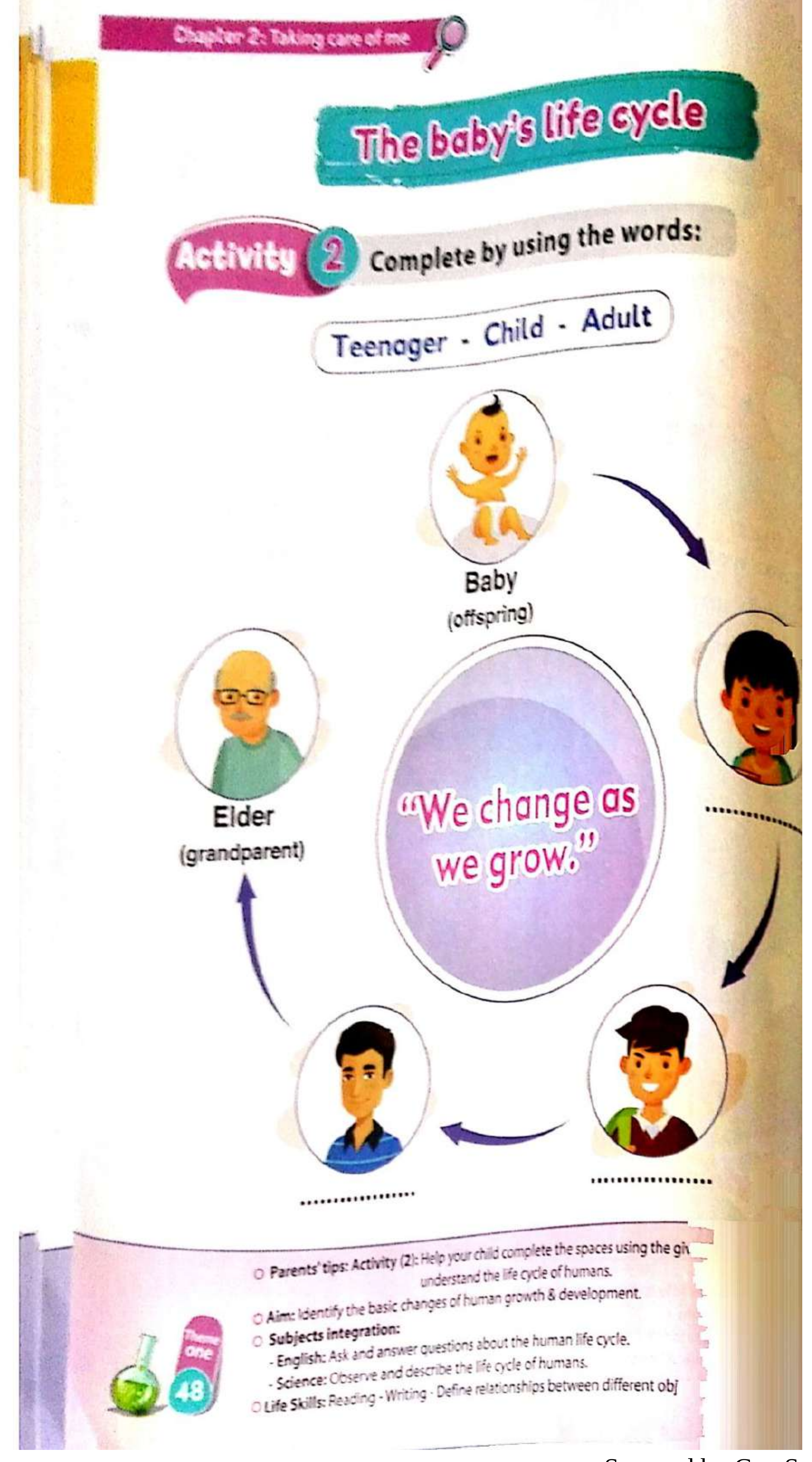
identify how to keep babies safe and healthy.

ts integration:

h: Participate in collaborative conversations with peers and adults about how to keep the baby safe and healthy.

lls: Demonstrate empathy in communicating with others.



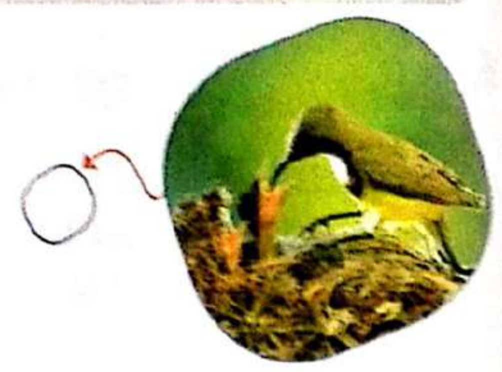

Chapter 2: Taking care of me
The baby's life cycle
Activity 2 Complete by using the words:
Teenager - Child - Adult
Baby
(offspring)
Elder
(grandparent)
"We change as we grow."
..................
..................
..................
Parents' tips: Activity (2): Help your child complete the spaces using the giv
understand the life cycle of humans.
Aim: Identify the basic changes of human growth & development.
Subjects integration:
- English: Ask and answer questions about the human life cycle.
- Science: Observe and describe the life cycle of humans.
Life Skills: Reading - Writing - Define relationships between different obj
Theme one
48






**3** **Read the story and arrange the pictures (1-4):**

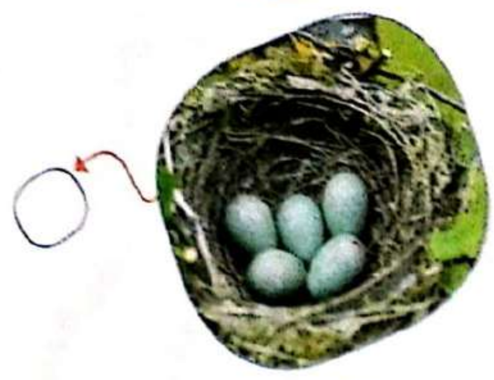
Aya saw eggs in the nest.



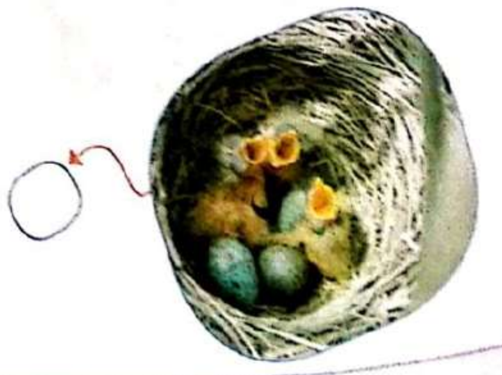
Then she saw baby birds in the nest.



The mother bird feeds its baby birds.

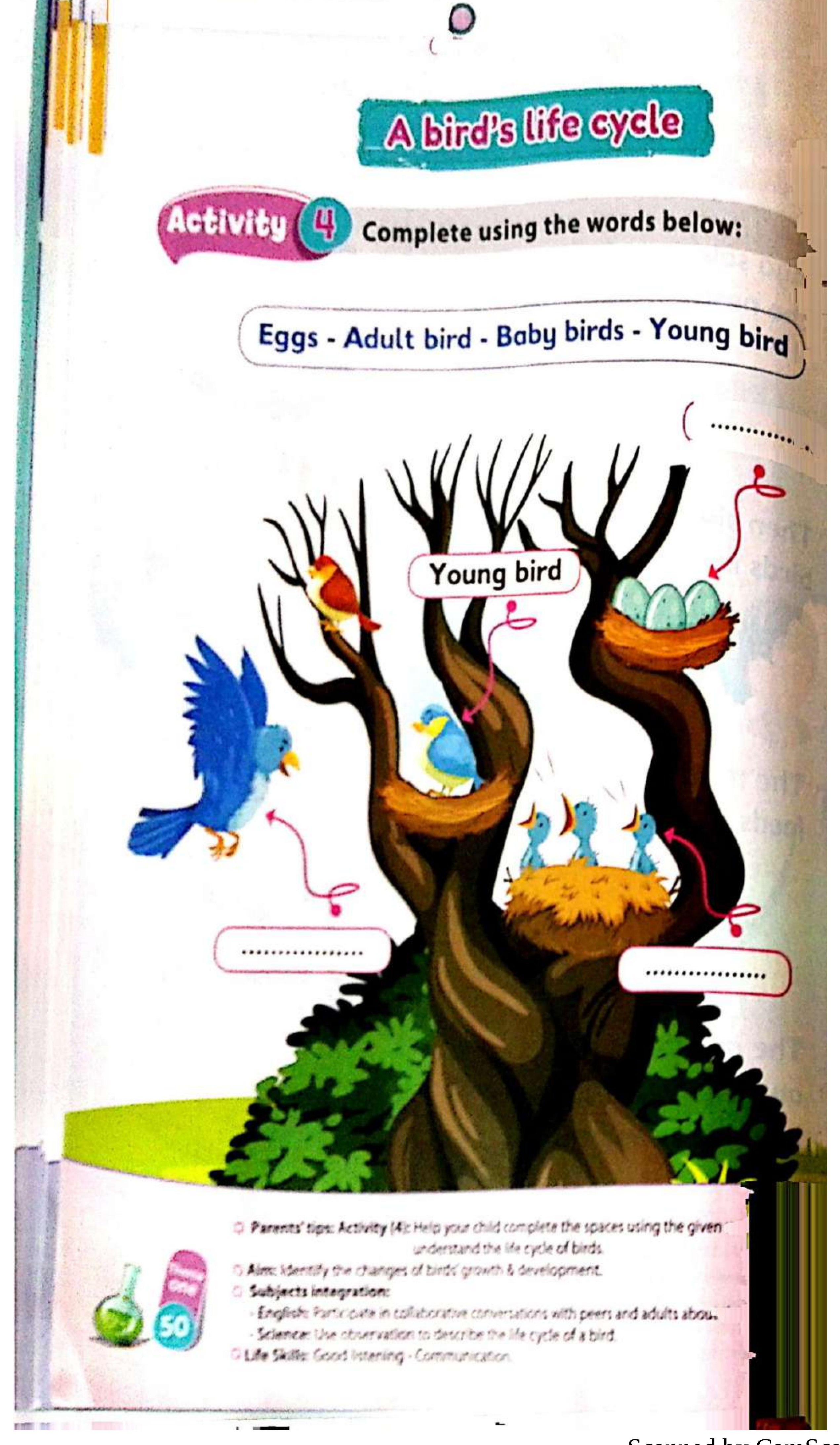


The mother bird sits on its baby birds to keep them warm.



**nts' tips: Activity (3):** Help your child arrange the pictures according to the written story.
To understand the changes of birds' growth & development.
**ects integration:**
**lish:** Arrange events sequentially in a story and use temporal words to signal event order.
**nce:** Use observations to describe patterns.
**kills:** Segment goals into specific steps.





# A bird's life cycle

**Activity 4** Complete using the words below:

Eggs - Adult bird - Baby birds - Young bird



- **Parents' tips: Activity (4):** Help your child complete the spaces using the given ... understand the life cycle of birds.
- **Aim:** Identify the changes of birds' growth & development.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers and adults abou...
  - **Science:** Use observation to describe the life cycle of a bird.
- **Life Skills:** Good listening - Communication.

# Comparing life cycles



**5** **Complete the Venn diagram using the words below:**

**Parents - Grow - Walk - Eat dependently - Fly - Lay eggs - By birth**

**Humans**

* How do they move?

.......................

do they come our world?

.......................

**Both of them**

* How do they change from babies to adults?

...............................

* How do they eat?

They eat dependently.

* Who cares about them?

...................

**Birds**

* How do they move?

...............................

* How do they come to our world?

...............................

'tips: Activity (5): Help your child complete the Venn diagram using the given words to let him/her compare between the life cycles of humans and birds.

Compare between life cycles of different living organisms.

tion:

ish: • Answer questions about life cycles.

• Write complete sentences.

nce: Compare between the life cycles of humans and birds.

kills: Effective management and organization of tasks.







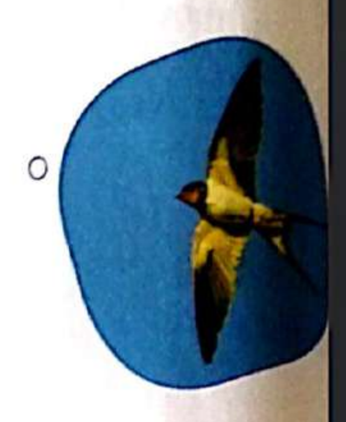


## Activity 1 Match each part of the story to its pictur

1. The mother "Barn Swallow" flies in the air.



2. It catches a bug.



3. It uses its beak to feed the babies in the nest.



- Parents' tips: Activity (1): Help your child match each part of the story to its cor let him/her understand how birds use their body p
- Aim: Identify how external body parts help birds meet the basic needs.
- Subjects integration:
  - English: Arrange events sequentially in a story and use temporal words to s
  - Science: Identify how birds use their external body parts in different ways (such
- Life Skills: Define relationships between different objects.





The bird's body
2
Complete using the words below:
Eyes - Beak - Wings
....................
Help to see and find food (insects).
....................
elp to fly in the
r and obtain food
nsects).
....................
Help to eat and feed baby birds.
Legs
Claws
Note:
he mother bird uses its "Eyes,
eak and Wings" to obtain food
nd feed its baby birds.
nts' tips: Activity (2): Help your child complete the spaces using the given words to let him/her understand the connection between the bird's body parts and their functions.
: Identify the external body parts of birds according to their functions.
jects integration:
cience: Identify how birds use their external body parts in different ways (such as: grasp objects, move and eat).
Skills: Define relationships between different objects.
Theme one
53

## ▸ The body parts of animals help them



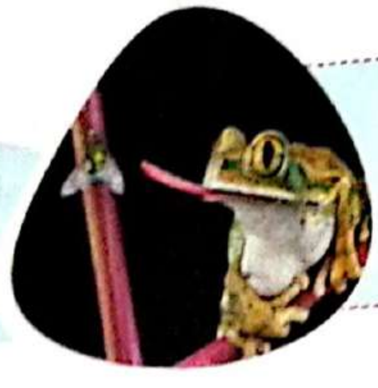

**Complete using the words below:**

**long neck - ears - tongue**




- The caracal uses its ......... to hear the approaching prey.



- The frog uses its ......... to catch insects.






- The giraffe uses its ......... to reach tall trees.

- **Parents' tips: Activity (3):** Help your child complete the sentences using the ... him/her know how the body parts help the animal...
- **Aim:** Identify external body parts according to their functions.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations about how the body parts ...
  - **Science:** Identify the relation between the external body parts of different ... food they eat.
- **Life Skills:** Define relationships between different objects - Reading - Writing.

# I can eat

our body parts help you eat.

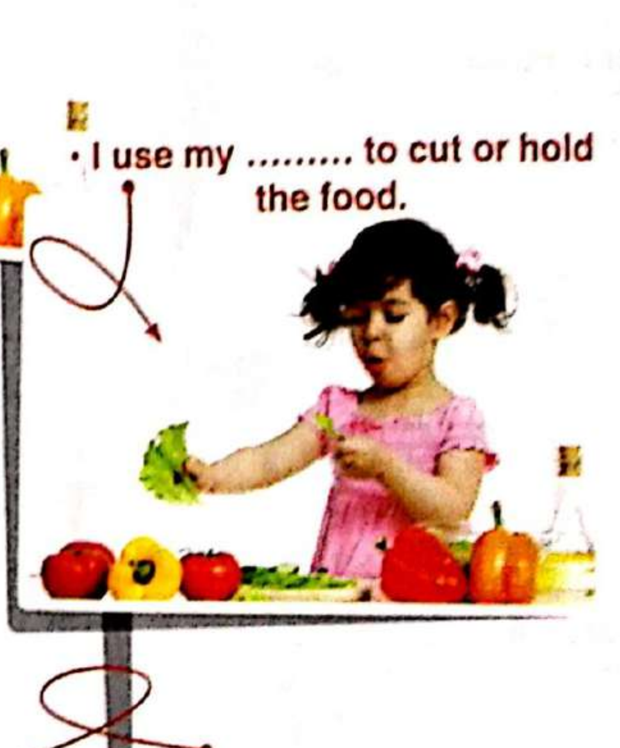


tivity 4 **Complete using the words below:**

teeth - arm - hand

- I use my ..arm.. to reach the food.

- I use my ......... to cut or hold the food.



- I use my ......... to chew the food.

nts' tips: **Activity (4):** Help your child complete the sentences using the given words to let him/her know how we use our body parts to eat.
: Identify how external body parts help us meet our basic needs.
**jects integration:**
**glish:** Use the given words to write complete sentences.
**ience:** Identify how humans use their body parts to eat.
**Skills:** Organize parts to form a new or unique whole.





Lesson 3

# Golden eagle

**Activity 1** Complete using the words below:

eye - wings - beak - talons (claws)

• It has a large ............ to help it fly fast through the air.

• It has good ... sight to see the

• It has strong ......... to catch and carry its prey (deer, foxes, mice and rabbits).

• It uses its str ......... to eat.

*** In your opinion, what is the most important body part for the golden eagle to obtain its food?**

...........................................................................................

○ **Parents' tips: Activity (1):** Help your child complete the sentences using the given words to le her understand the connection between the golden eagle's body p and their functions.

○ **Aim:** Identify the importance of various body parts.

○ **Subjects integration:**

- **English:** Use the given words to write complete sentences.
- **Science:** Identify how the golden eagle uses its external body parts in different ways.

○ **Life Skills:** Organize parts to form a new or unique whole.







**Match each animal to its food:**




(Eats fish)






(Eats grass and berries)






(Eats insects)





Eats small animals and fish)



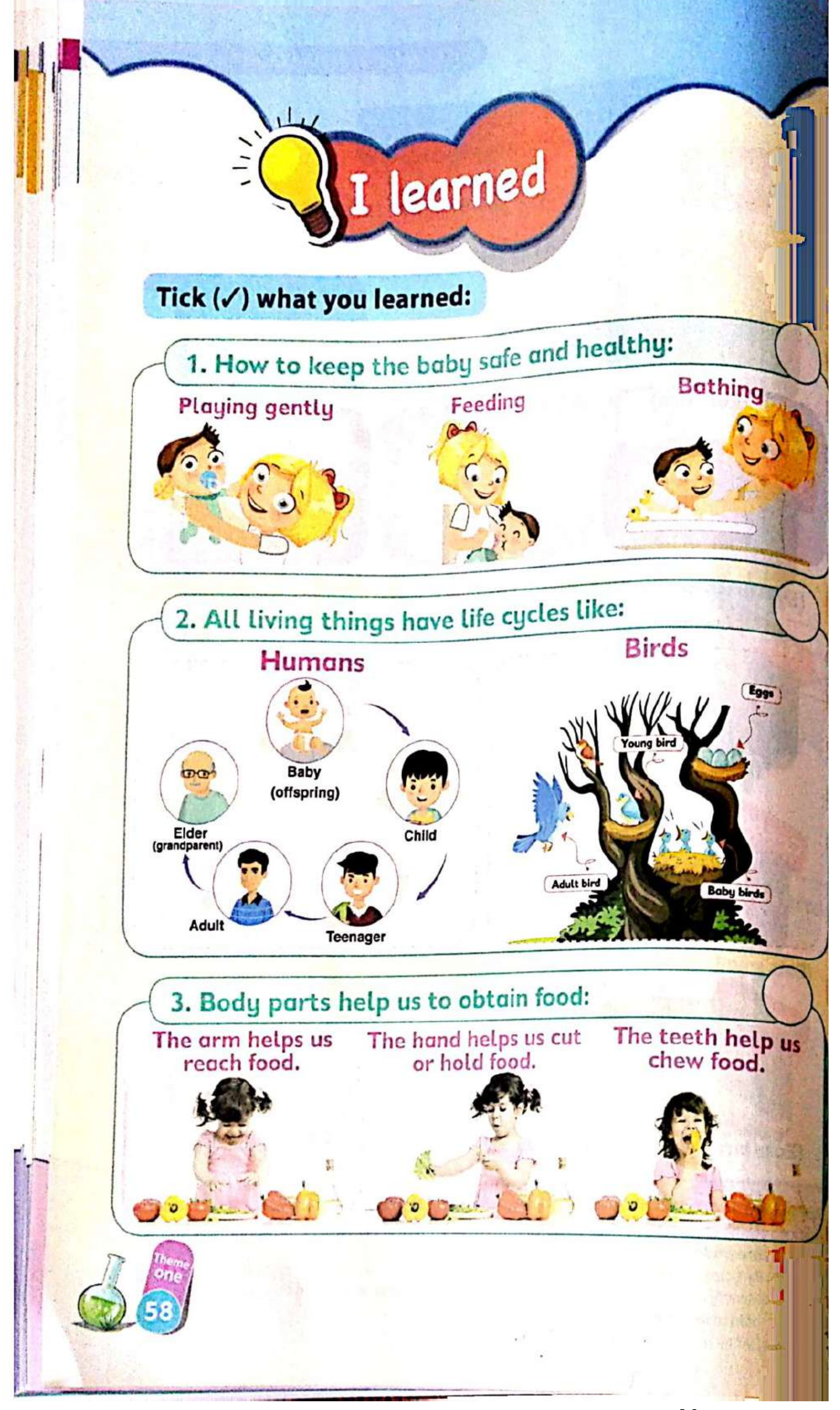



(Eats birds and gazelles)



**... ...: Activity (2):** Help your child match between each animal and its suitable food.
.dentify the importance of various body parts.
**..cts integration:**
**..sh:** Participate in collaborative conversations about the food that suits different animals.
**..ce:** Identify the relation between the external body parts of different animals and the type of food they eat.
**..kills:** Define relationships between different objects.




I learned
Tick (✓) what you learned:
1. How to keep the baby safe and healthy:
Playing gently
Feeding
Bathing
2. All living things have life cycles like:
Humans
Baby (offspring)
Child
Teenager
Adult
Elder (grandparent)
Birds
Eggs
Young bird
Adult bird
Baby birds
3. Body parts help us to obtain food:
The arm helps us reach food.
The hand helps us cut or hold food.
The teeth help us chew food.
Theme one
58


Food Groups
"Different foods have different nutrients that help our bodies grow, develop and stay healthy."
Bread, Cereal, Rice and Pasta
"Give us the energy we need every day for thinking, playing and learning."
Milk, Yogurt and Cheese
"Make our bones and teeth strong and healthy."
Meat, Poultry, Fish, Dry beans, Eggs and Nuts
"Build and repair our muscles."
Fruits
"Have important vitamins to help us stay healthy."
Vegetables
"Help us digest food and get rid of waste in our bodies."
Parents' tips: Help your child differentiate between the food groups and their importance to our body to keep us healthy.
Aim: Understand the major food groups & how to compose nutritious meals.
Theme one
59

# How healthy foods help us



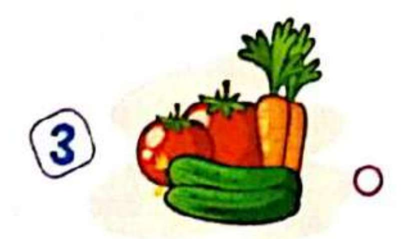

**Match each food group to the way it help your body:**

1 


Thinking

2 


Healthy

3 


Food digestion

4 

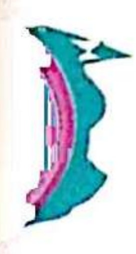

Strong teeth

5 


Strong muscles

- **Parents' tips: Activity:** Help your child match the food groups to their benefits.
- **Aim:** Identify how diverse diet contributes to health.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations about the effect of food on ou...
  - **Applied sciences:** Describe how a diverse diet contributes to health.
- **Life Skills:** Segment goals into specific steps.





# Making choices

## choices affect others "family, school and community"



**1** Color  for "Good choices" and for "Bad choices":













**…nts' tips: Activity (1):** Help your child sort the given choices into good or bad using the given color codes to let him/her know how our choices affect others.

…: Understand how making choices affects self, family, school & community.

**…jects integration:**

…t: Use coloring tools to create an art.

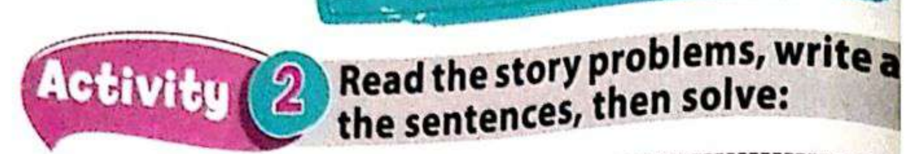
**…cial Studies:** Describe how making choices affects self, family, school and community.

**…Skills:** Demonstrate empathy in communicating with others.



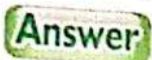


# Solving problems

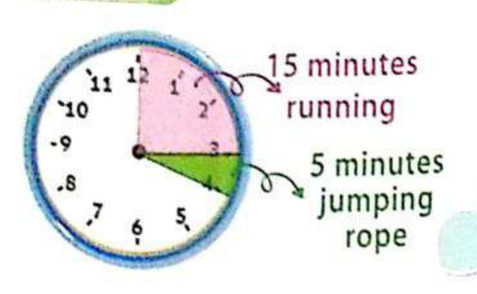


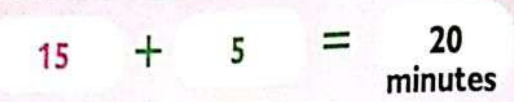
**Activity 2** Read the story problems, write a
the sentences, then solve:

• Aya wants to run for 15 minutes and jump rope for 5
How many minutes will she exercise in all?



**Answer**




"Aya will exercise for 20 minutes."

- Your friend has "50 minutes of free time". He wants to
for 40 minutes. How much free time is left?

**Answer**



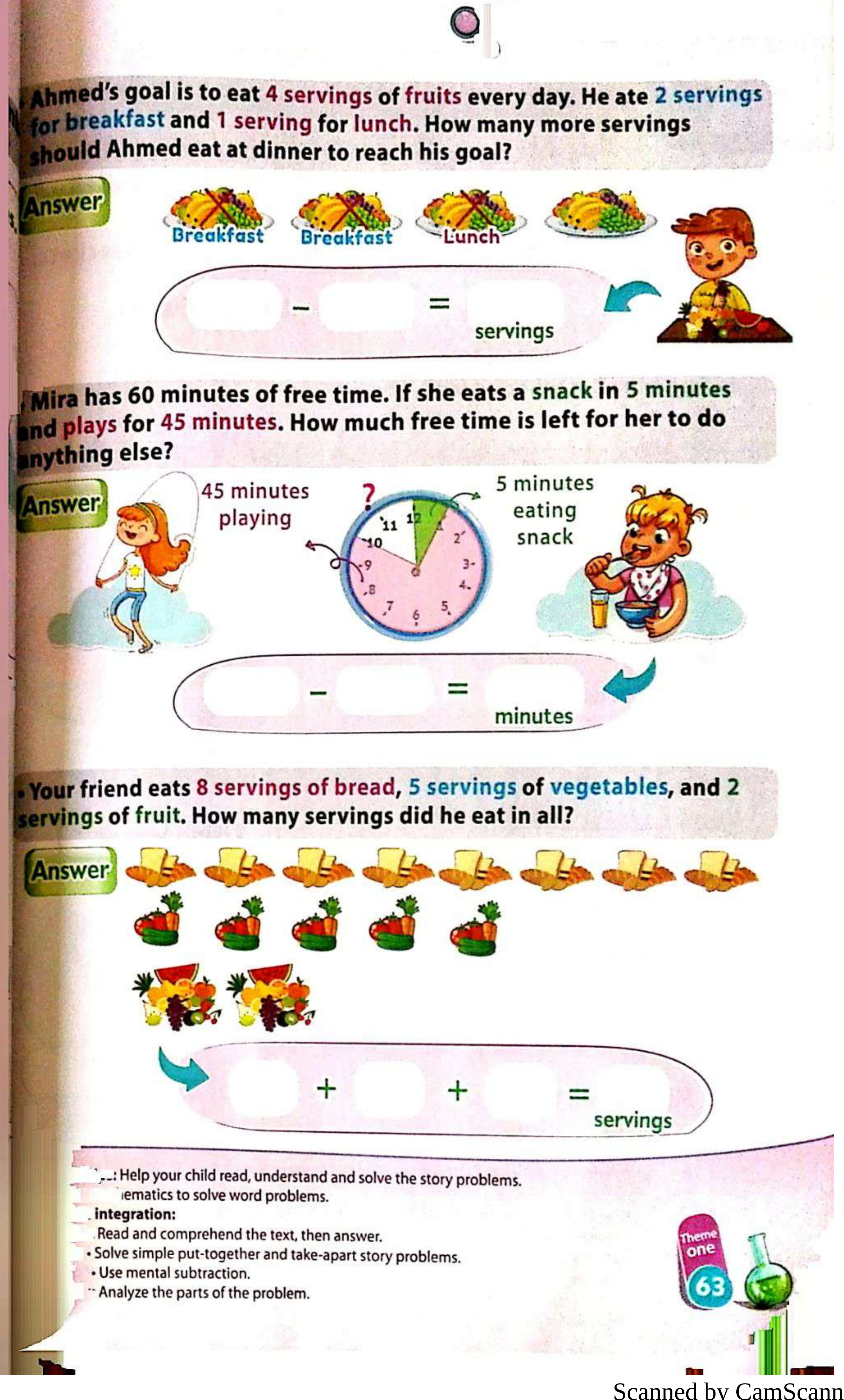

○ **Parents' tips: Activity (2):** • Help your child read, understand and solve th
• Hint: Follow the solved example.

○ **Aim:** Use mathematics to solve word problems.

○ **Subjects Integration:**
- **English:** Read and comprehend the text, then answer.
- **Math:** • Solve simple put-together and take-apart story problems.
• Use mental subtraction.

○ **Life Skills:** Analyze the parts of the problem.





Ahmed's goal is to eat 4 servings of fruits every day. He ate 2 servings for breakfast and 1 serving for lunch. How many more servings should Ahmed eat at dinner to reach his goal?

**Answer**



____ – ____ = ____ servings

Mira has 60 minutes of free time. If she eats a snack in 5 minutes and plays for 45 minutes. How much free time is left for her to do anything else?

**Answer**



____ – ____ = ____ minutes

Your friend eats 8 servings of bread, 5 servings of vegetables, and 2 servings of fruit. How many servings did he eat in all?

**Answer**

____ + ____ + ____ = ____ servings

: Help your child read, understand and solve the story problems.
ematics to solve word problems.

**integration:**

Read and comprehend the text, then answer.
- Solve simple put-together and take-apart story problems.
- Use mental subtraction.
- Analyze the parts of the problem.

Lesson 6

# Cleaning vegetables

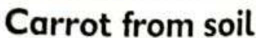
"Food that grows in the ground ... cleaned properly to keep us safe and health...

**Activity 1** Complete using the words between brack...

(Dirty - Clean)

**Note:**

You must clean your hands before and after touching food.





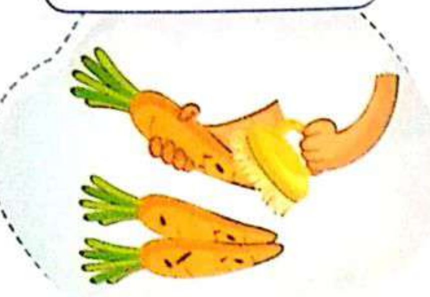

Very dirty






..............................................

Using brush



Kind of dirty

Using water



..............................

- **Parents' tips: Activity (1):** Help your child identify the importance of clean... safe and healthy.
- **Aim:** Identify ways to keep food safe, including washing, cleaning tools an...
- **Subject integration:**
  - **Science:** Use observations to explain an experience.
  - **Applied sciences:** Identify and practice food health and safety habits that ... (Such as cleaning hands and food)
- **Life Skills:** Critical thinking - Self-management.

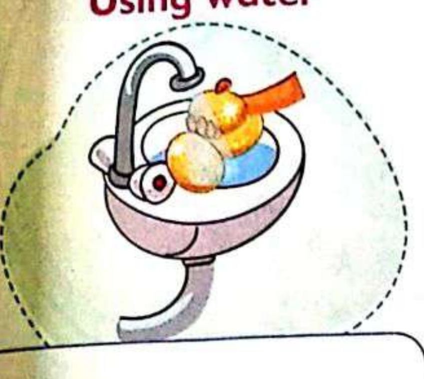




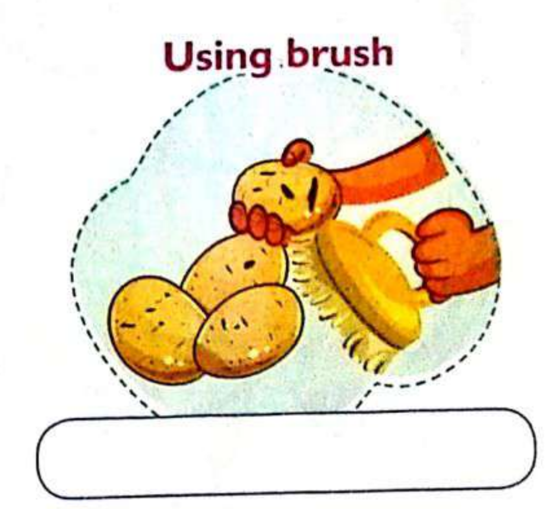
## 2 Write how clean the potatoes are from the words below:

**Very dirty - Dirty - Kind of dirty - Clean**

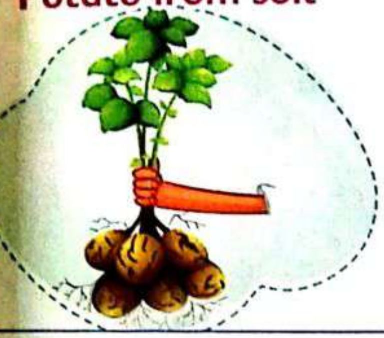
**Using water**



**Using brush**



**Potato from soil**



**Using paper towel**



…ps: Activity (2): Help your child complete the sentences using the given words to let him/her identify the degree of cleanliness in the pictures above.

… …ys to keep food safe, including washing and cleaning tools & hands .

… Integration:

…h: Use the given words to write complete sentences.

… : Use observations to explain an experience.

…s: Provide effective feedback.





## "Food has to be eaten in time before it goes bad"

**Activity 3** Complete using the words between brack

(Healthy - Unhealthy)

"Fresh banana"

✓

..........................

"Overripe ban

X

..........................

"Fresh milk"

Expiry date 1/1/2020

✓

..........................

"Expired mi
(Spoiled mi

Expiry date 1/1/2018

X

..........................

- **Parents tips: Activity (3):** Help your child understand the importance of
  avoid eating expired or spoiled food to keep
- **Aim:** Communicate advice through images & words.
- **Subjects integration:**
  - **Applied sciences:** Identify and practice food health and safety habits th
- **Life Skills:** Provide effective feedback - Define relationships between di

Theme one

## 4 Tick (✓) the fresh food:




... good for health.

...fy ways to keep food safe including refrigeration & expiration date.

... integration:

... ealthy.

. Provide effective feedback.

# I learned

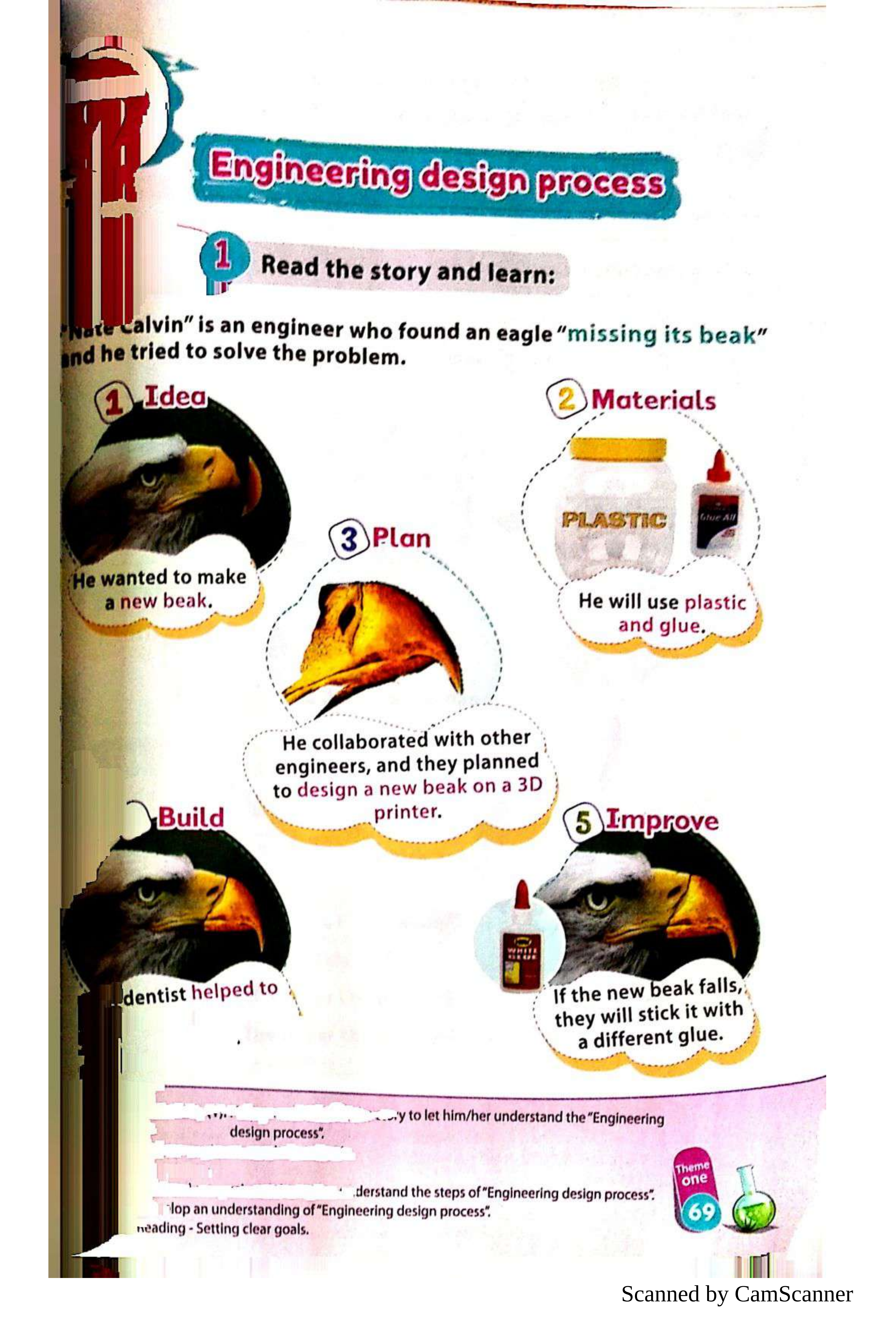
Tick (✓) what you learned:

1. There are different food groups:

2. Our choices affect others "family, school and community":

3. Food has to be eaten in time before it goes bad:





# Engineering design process

## 1 Read the story and learn:

**"Nate Calvin" is an engineer who found an eagle "missing its beak" and he tried to solve the problem.**

**1 Idea**

He wanted to make a new beak.

**2 Materials**



He will use plastic and glue.

**3 Plan**

He collaborated with other engineers, and they planned to design a new beak on a 3D printer.

**Build**

dentist helped to

**5 Improve**



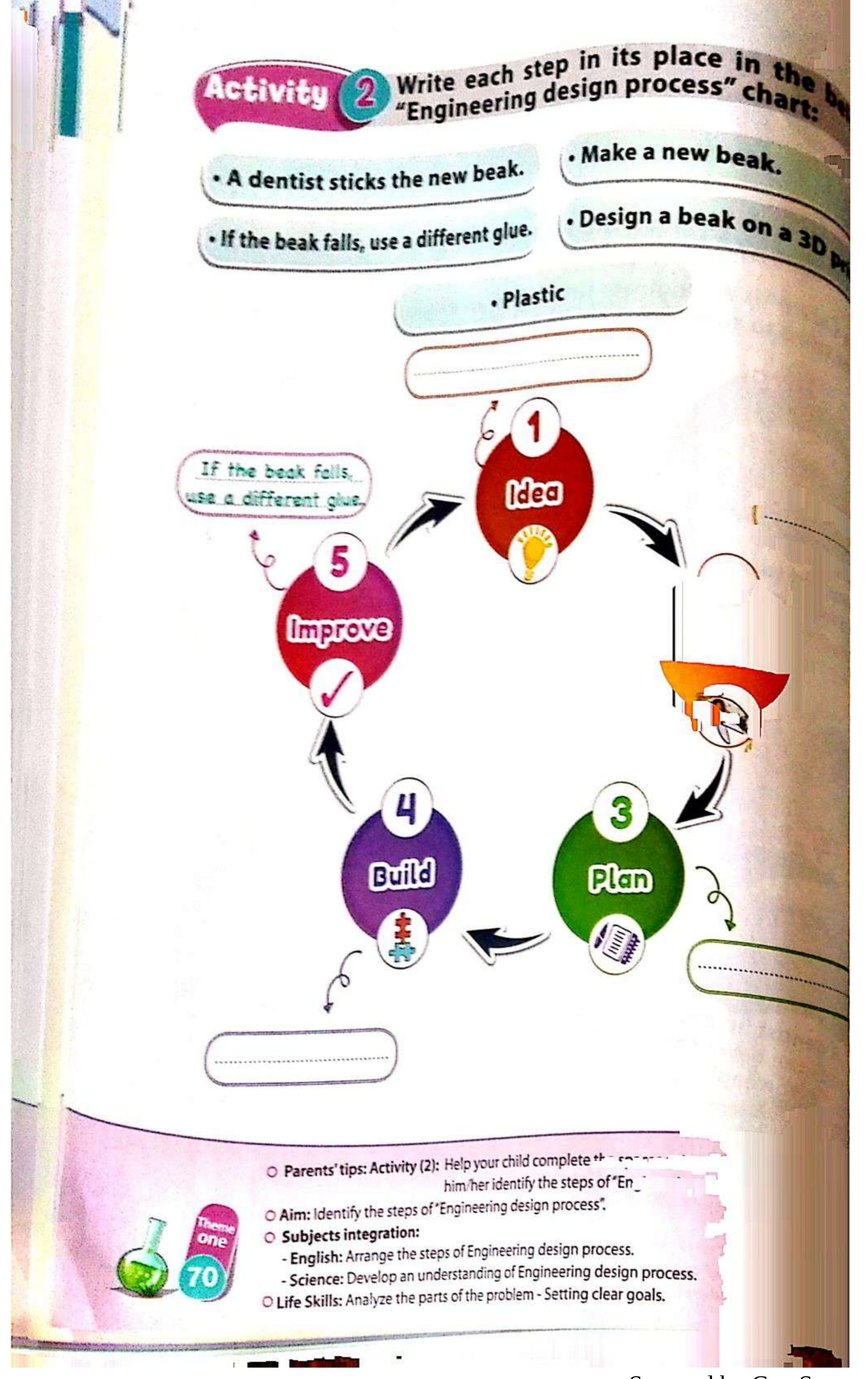
If the new beak falls, they will stick it with a different glue.

...ry to let him/her understand the "Engineering design process".

...derstand the steps of "Engineering design process".

...lop an understanding of "Engineering design process".

...eading - Setting clear goals.



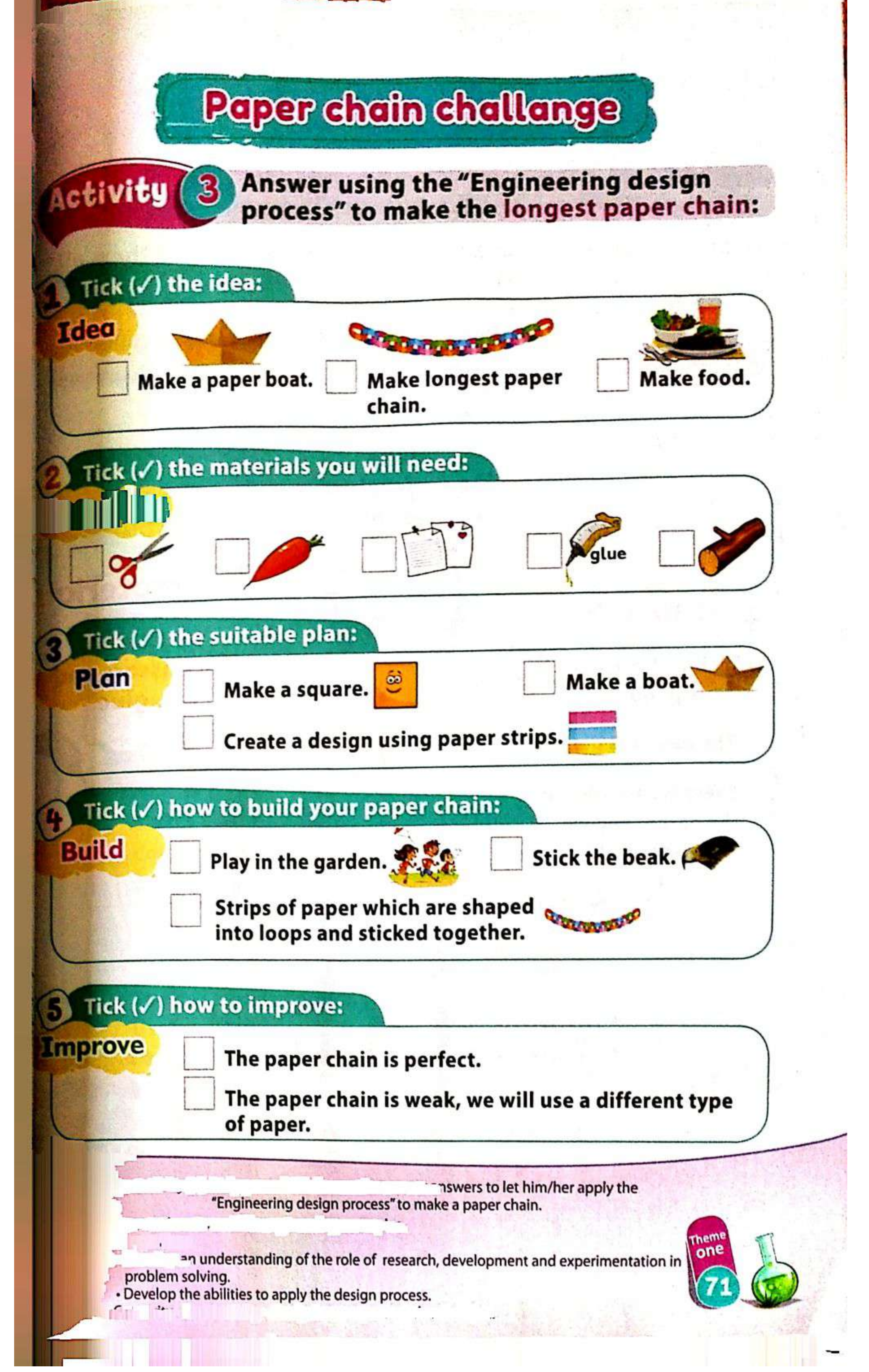

Parents' tips: Activity (2): Help your child complete th
him/her identify the steps of "En

Aim: Identify the steps of "Engineering design process".

Subjects integration:

- English: Arrange the steps of Engineering design process.
- Science: Develop an understanding of Engineering design process.

Life Skills: Analyze the parts of the problem - Setting clear goals.



# Paper chain challange

**Activity 3** Answer using the "Engineering design process" to make the longest paper chain:

**1** Tick (✓) the idea:

**Idea**

☐ Make a paper boat. ☐ Make longest paper chain. ☐ Make food.

**2** Tick (✓) the materials you will need:

☐ ☐ ☐ ☐ glue ☐

**3** Tick (✓) the suitable plan:

**Plan**

☐ Make a square. ☐ Make a boat.

☐ Create a design using paper strips.

**4** Tick (✓) how to build your paper chain:

**Build**

☐ Play in the garden. ☐ Stick the beak.

☐ Strips of paper which are shaped into loops and sticked together.

**5** Tick (✓) how to improve:

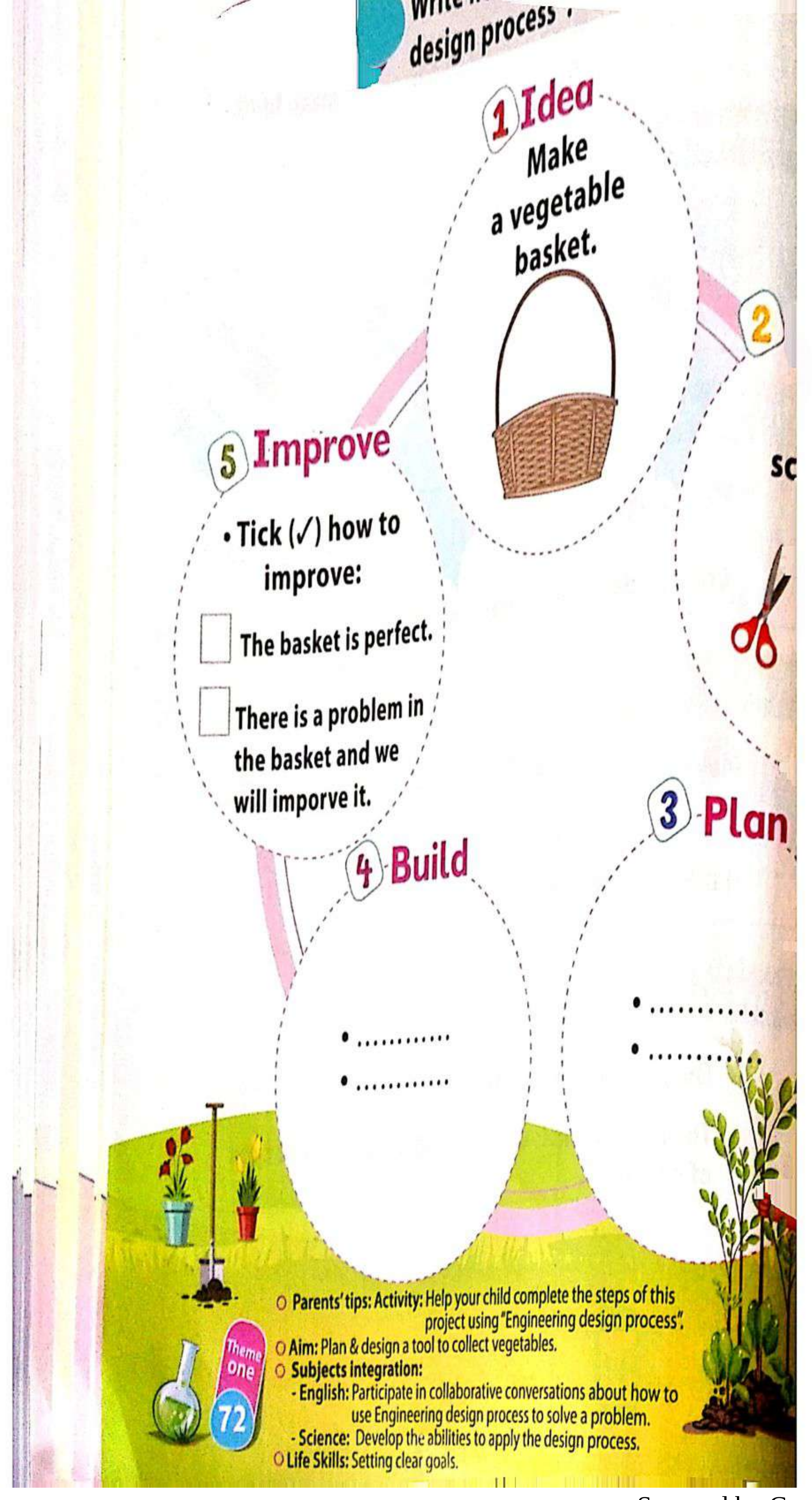
**Improve**

☐ The paper chain is perfect.

☐ The paper chain is weak, we will use a different type of paper.

...nswers to let him/her apply the "Engineering design process" to make a paper chain.

...n understanding of the role of research, development and experimentation in problem solving.
- Develop the abilities to apply the design process.




○ **Parents' tips: Activity:** Help your child complete the steps of this project using "Engineering design process".

○ **Aim:** Plan & design a tool to collect vegetables.

○ **Subjects integration:**

- **English:** Participate in collaborative conversations about how to use Engineering design process to solve a problem.
- **Science:** Develop the abilities to apply the design process.

○ **Life Skills:** Setting clear goals.

**What is your product?**

- ☐ Hair gel.
- ☐ Toothpaste.
- ☐ Shampoo.

**What does your product do?**

- ☐ Clean hair.
- ☐ Clean clothes.
- ☐ Clean room.

**How much does it cost?**

- ☐ L.E. 10.000
- ☐ L.E. 40
- ☐ L.E. 5

**Who would want to buy it?**

- ☐ Humans.
- ☐ Birds.
- ☐ Cows.

**Why is your product the best?**

- ☐ Makes your hair shiny.
- ☐ Colors books.
- ☐ Cuts clothes.

**Where will people buy it?**

- ☐ Shops.
- ☐ Libraries.
- ☐ Hospitals.

**How do you make your commercial attractive?**

- ☐ Say it is a bad product.
- ☐ Use an offer.
- ☐ Set an expensive price.

**Will you add a tune or jingle to make it more memorable?**

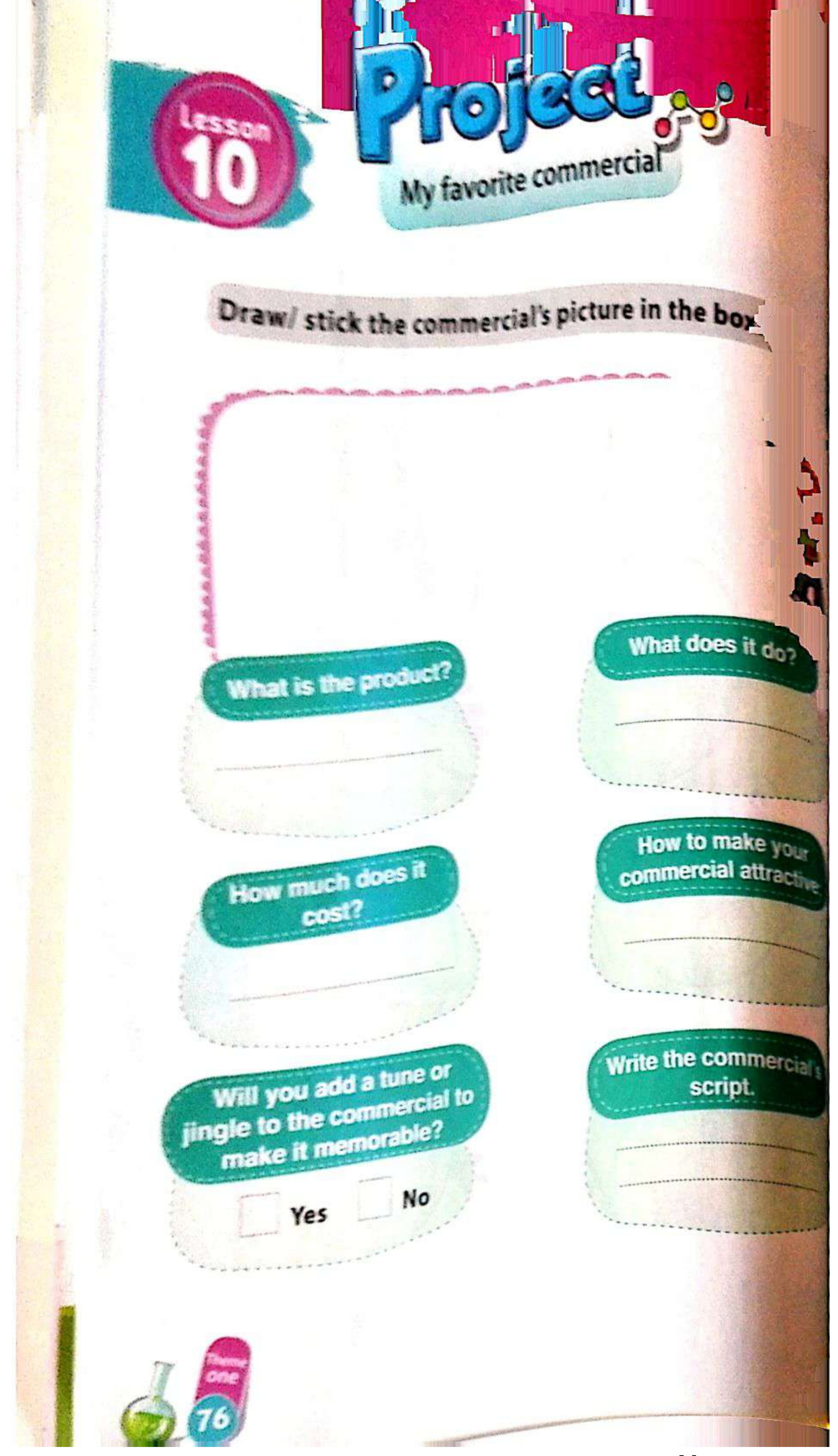
- ☐ Yes.
- ☐ No.

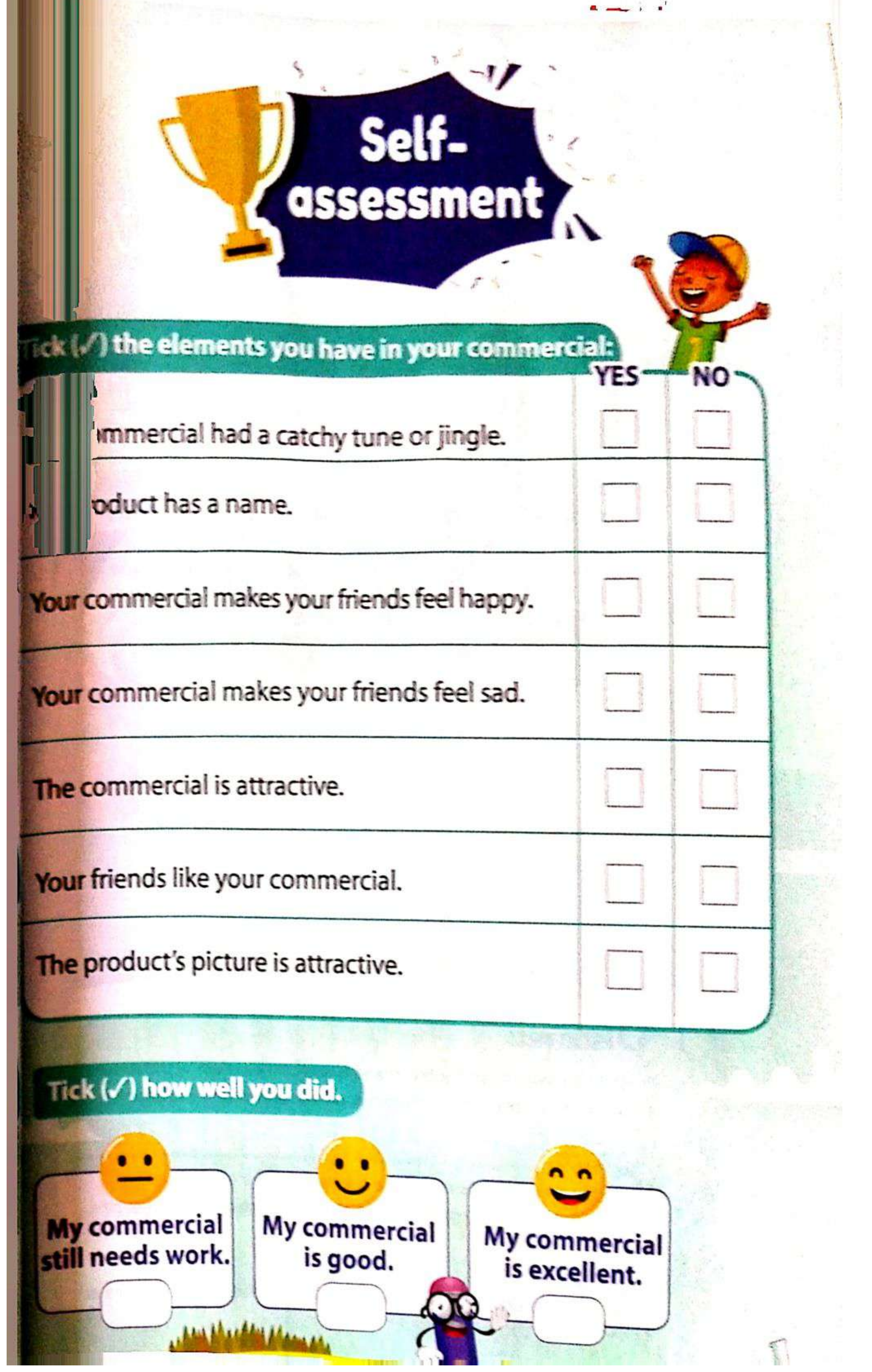
...ps: Help your child choose the correct answers to let him/her know how to plan for a commercial using some music and art.
...ate a commercial to share & explain a new product.


Draw or stick the product's commercial pictur
Commercial Script
"This shampoo cleans your hair and
has a good smell."
74



Tick (✓) what you learned:
Steps of Engineering Design Process
Identifying problem
??
1
Idea
2
Materials
3
Plan
4
Build
5


Lesson
10
Project
My favorite commercial
Draw/ stick the commercial's picture in the box
What is the product?
What does it do?
How much does it cost?
How to make your commercial attractive
Will you add a tune or jingle to the commercial to make it memorable?
Yes
No
Write the commercial's script.
Theme one
76



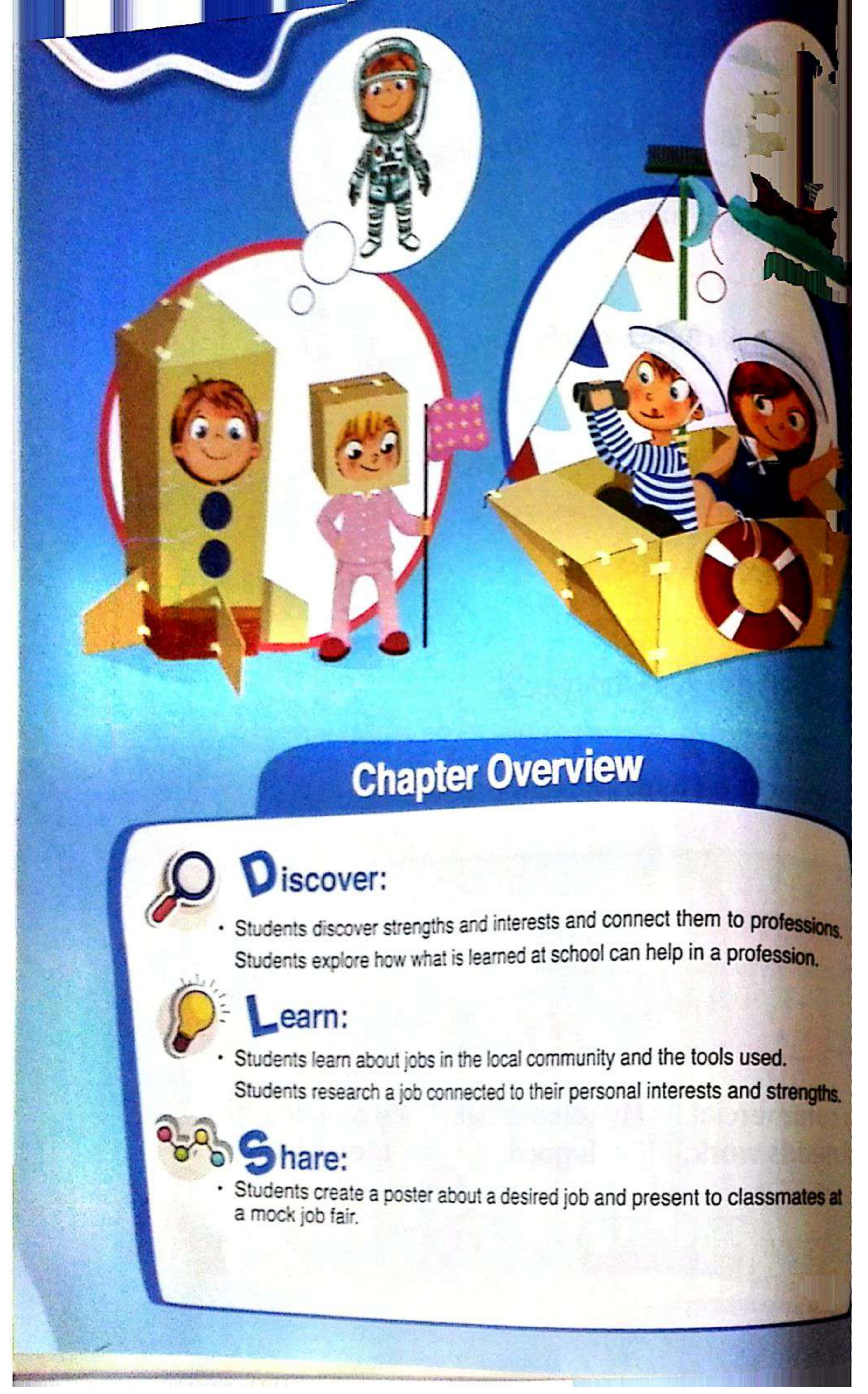
# Self-assessment

Tick (✓) the elements you have in your commercial:

| | YES | NO |
|---|---|---|
| mmercial had a catchy tune or jingle. | ☐ | ☐ |
| oduct has a name. | ☐ | ☐ |
| Your commercial makes your friends feel happy. | ☐ | ☐ |
| Your commercial makes your friends feel sad. | ☐ | ☐ |
| The commercial is attractive. | ☐ | ☐ |
| Your friends like your commercial. | ☐ | ☐ |
| The product's picture is attractive. | ☐ | ☐ |

Tick (✓) how well you did.

- My commercial still needs work. ☐
- My commercial is good. ☐
- My commercial is excellent. ☐



## Chapter Overview

### Discover:

- Students discover strengths and interests and connect them to professions. Students explore how what is learned at school can help in a profession.

### Learn:

- Students learn about jobs in the local community and the tools used. Students research a job connected to their personal interests and strengths.

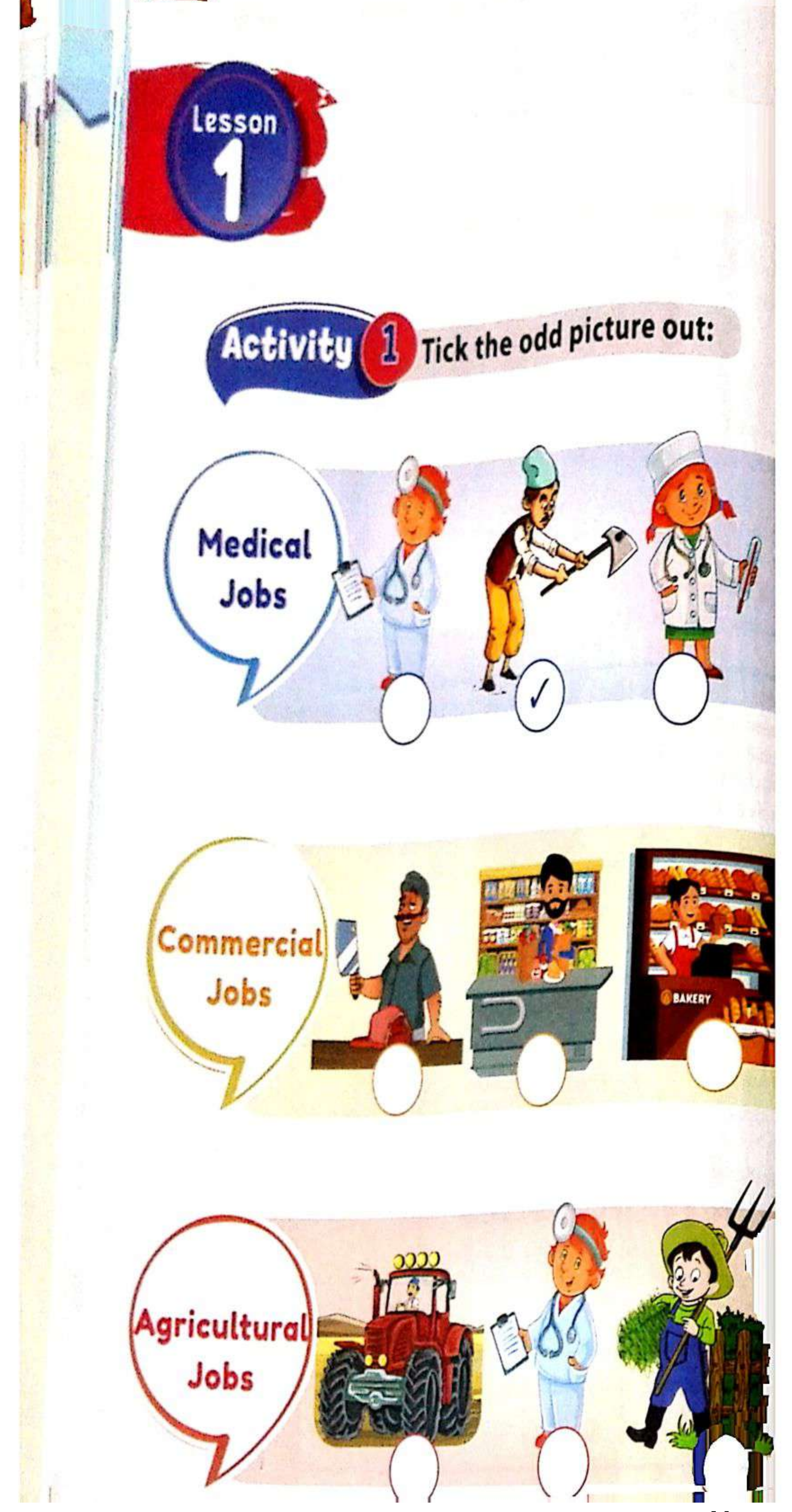
### Share:

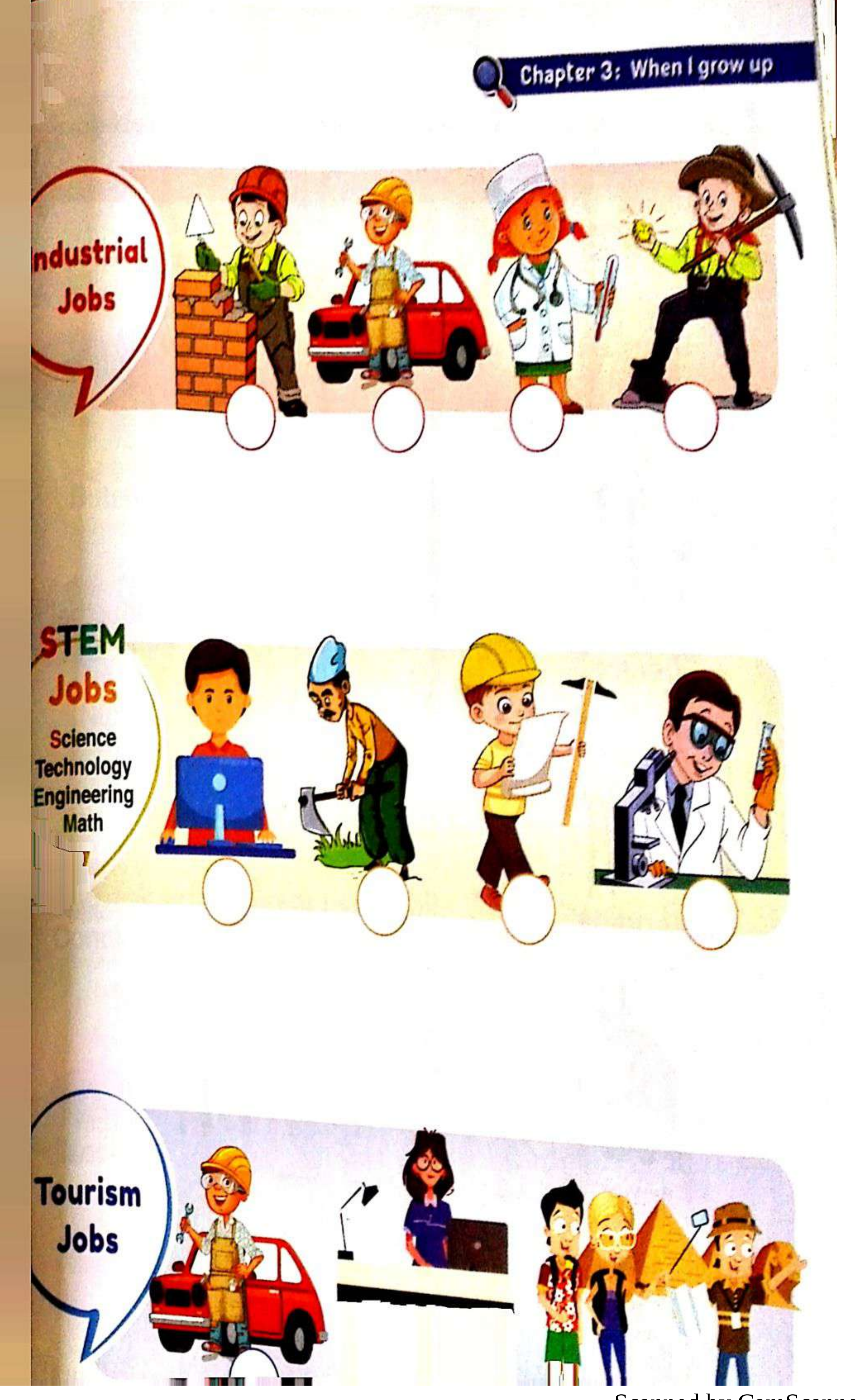
- Students create a poster about a desired job and present to classmates at a mock job fair.

| Objectives | Vocabulary |
|---|---|
| Jentify and sort various jobs.<br>Complete a personal interest survey. | |
| - Connect personal interests and strengths to professions.<br>- Identify tasks involved in various jobs. | - Interests.<br>- STEM.<br>- Survey.<br>- Tasks.<br>- Tools. |
| - Discover math, reading, and writing in job scenarios.<br>- Describe how science and Social Studies knowledge can help in job scenarios. | - Topics. |
| • Students will:<br>- Use online resources to research jobs in the local community.<br>- Write to explain a job in the local community.<br>- Describe jobs held by members of their families.<br>- Describe tools used in a variety of jobs. | - Salary.<br>- Profession. |
| - Explain the importance of a profession to the local community.<br>- Interview a local worker about his or her job.<br>- Define income and its importance to the family.<br>- Identify ways a family can earn money (income). | - Income. |
| - Explain the importance of income in obtaining family resources (food, housing, clothing, transportation).<br>- Describe family members' roles in obtaining resources.<br>- Solve addition and subtraction story problems related to income. | - Income.<br>- Resources. |
| - Model appropriate on-the-job interactions.<br>- Predict conversations in different job-related scenarios. | - Tour guide.<br>- Farmer.<br>- Doctor. |
| - Design a job connected to personal interests and strengths.<br>- Ask and answer questions about a specific job. | - Fictional dream job. |
| • Students will:<br>- Create a poster to share information about a desired job. | - Job fair<br>- Advertise |
| - Present posters to classmates.<br>- Ask and answer questions with peers about various jobs. | - Performance<br>- Self-assessment |

Lesson 1

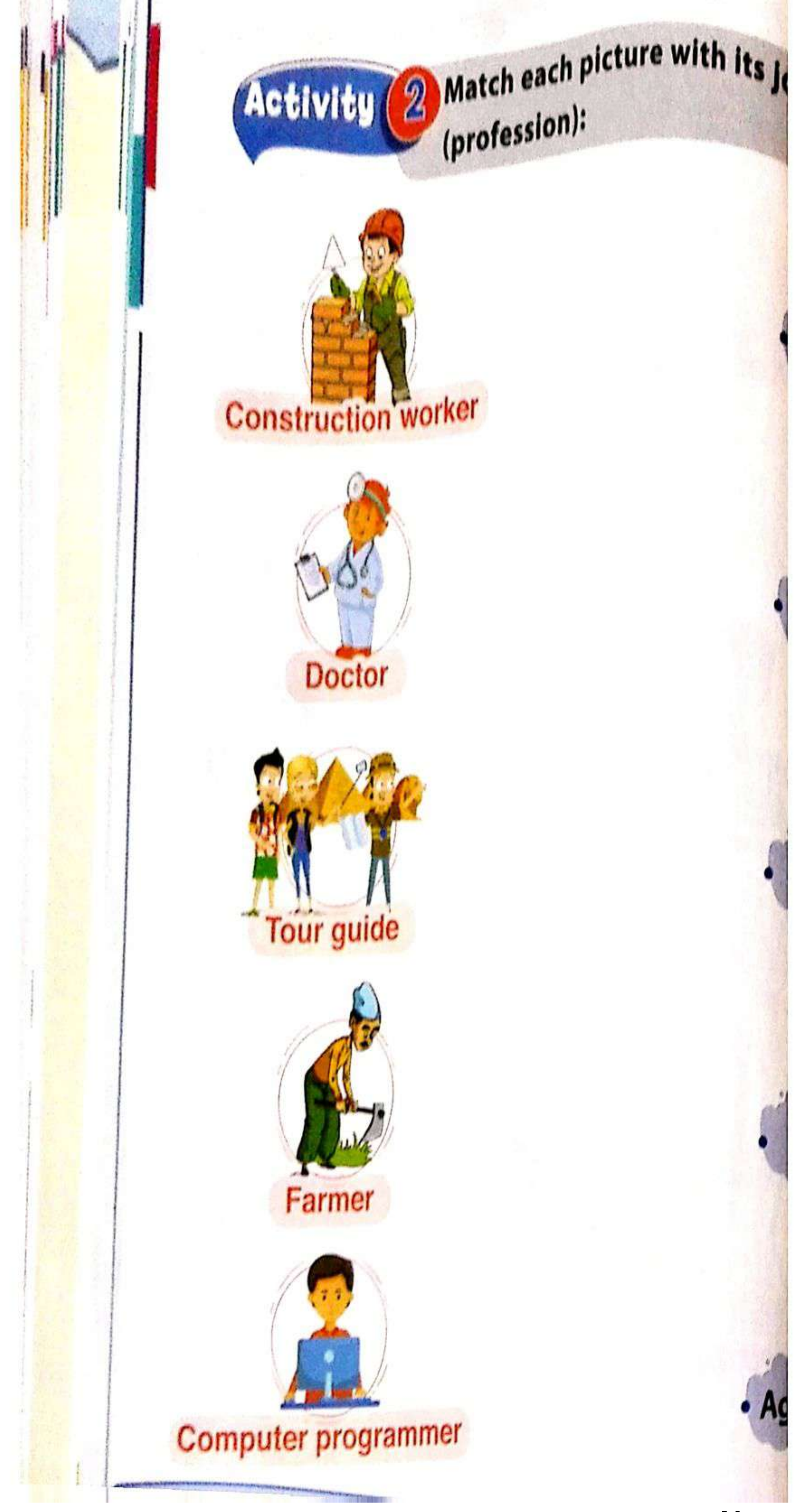
Activity 1 Tick the odd picture out:

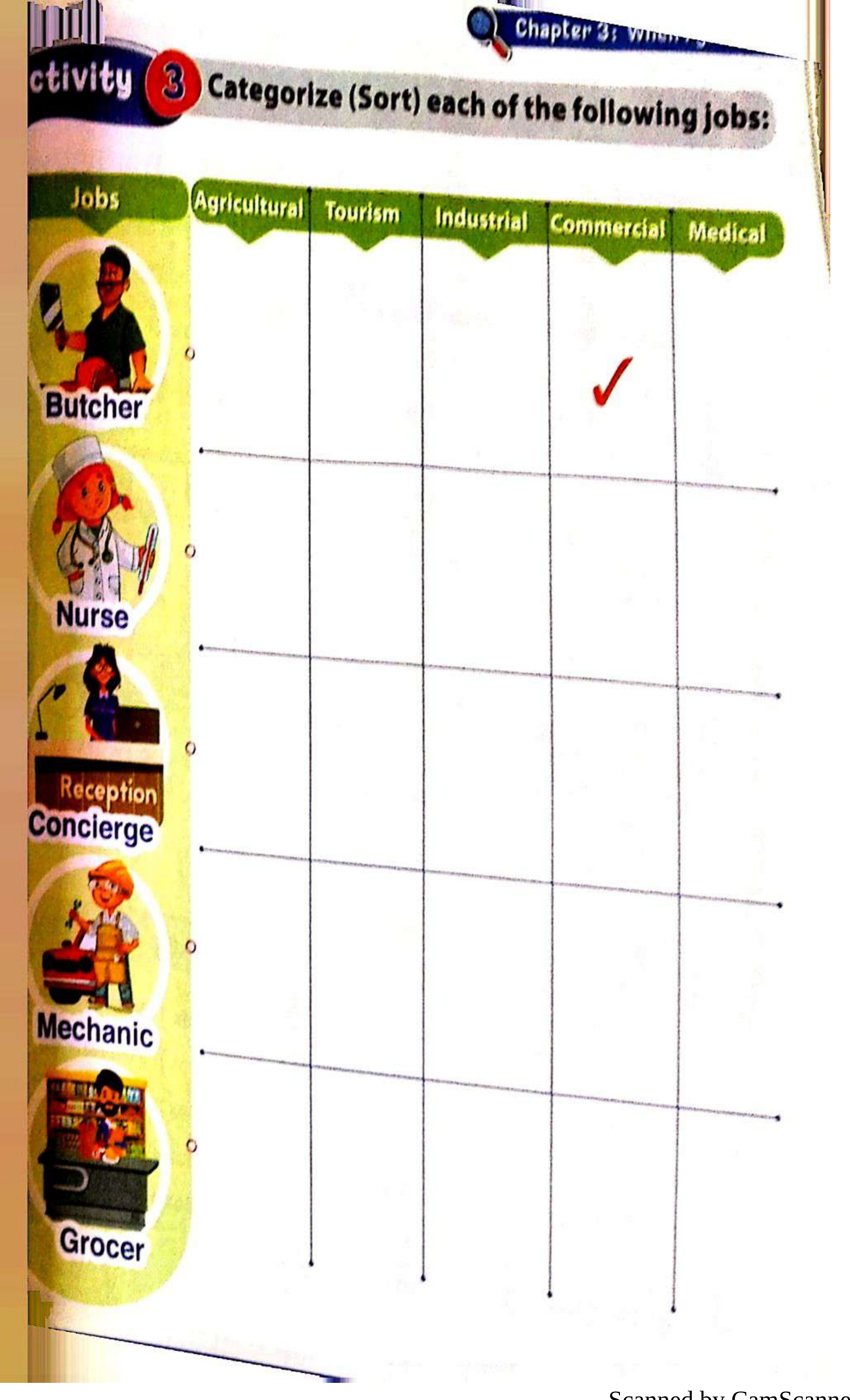




ndustrial
Jobs
STEM
Jobs
Science
Technology
Engineering
Math
Tourism
Jobs

Activity 2 Match each picture with its jo
(profession):

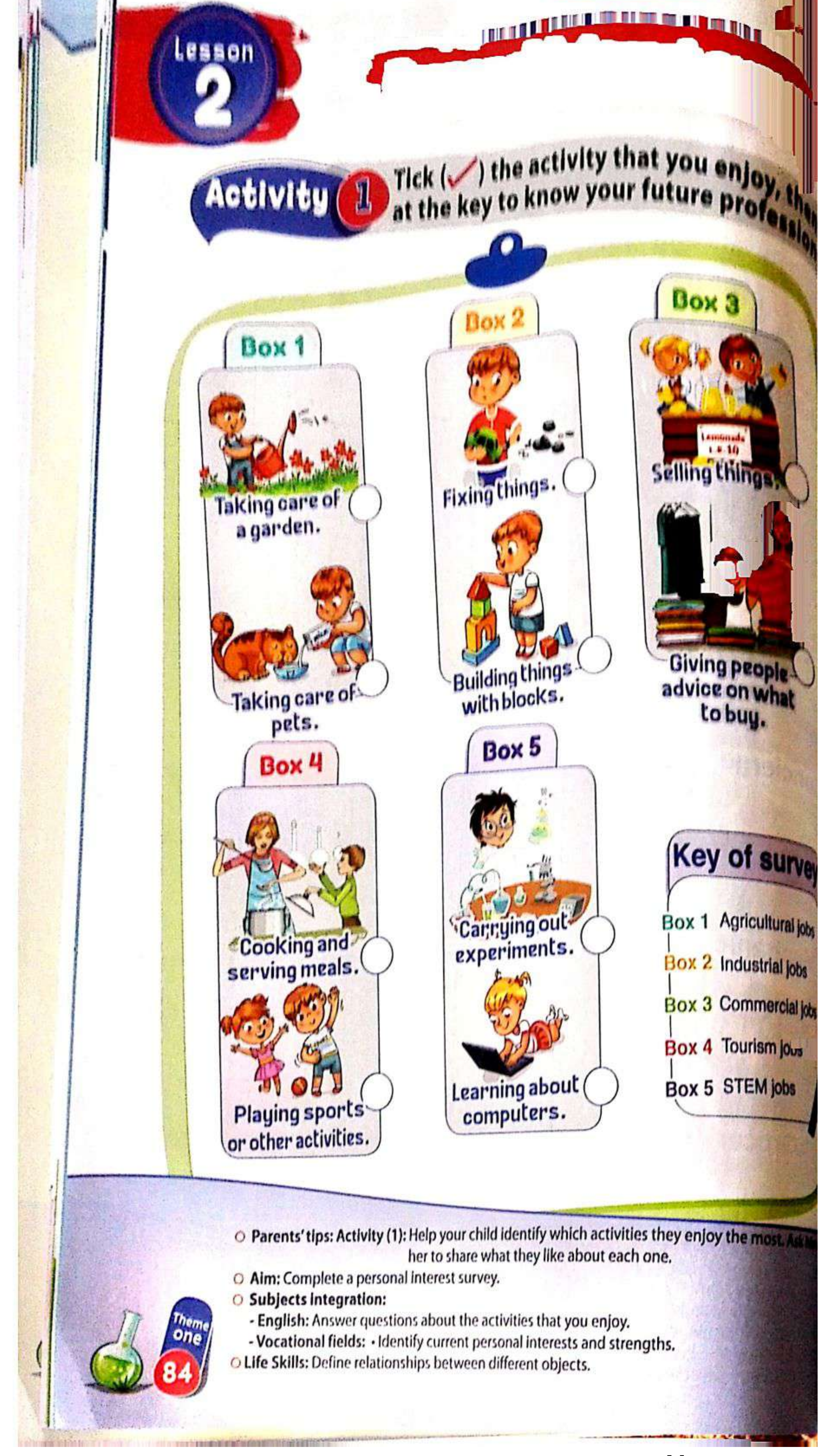




## ctivity 3 Categorize (Sort) each of the following jobs:

| Jobs | Agricultural | Tourism | Industrial | Commercial | Medical |
|---|---|---|---|---|---|
| Butcher | | | | ✓ | |
| Nurse | | | | | |
| Concierge | | | | | |
| Mechanic | | | | | |
| Grocer | | | | | |

Lesson 2

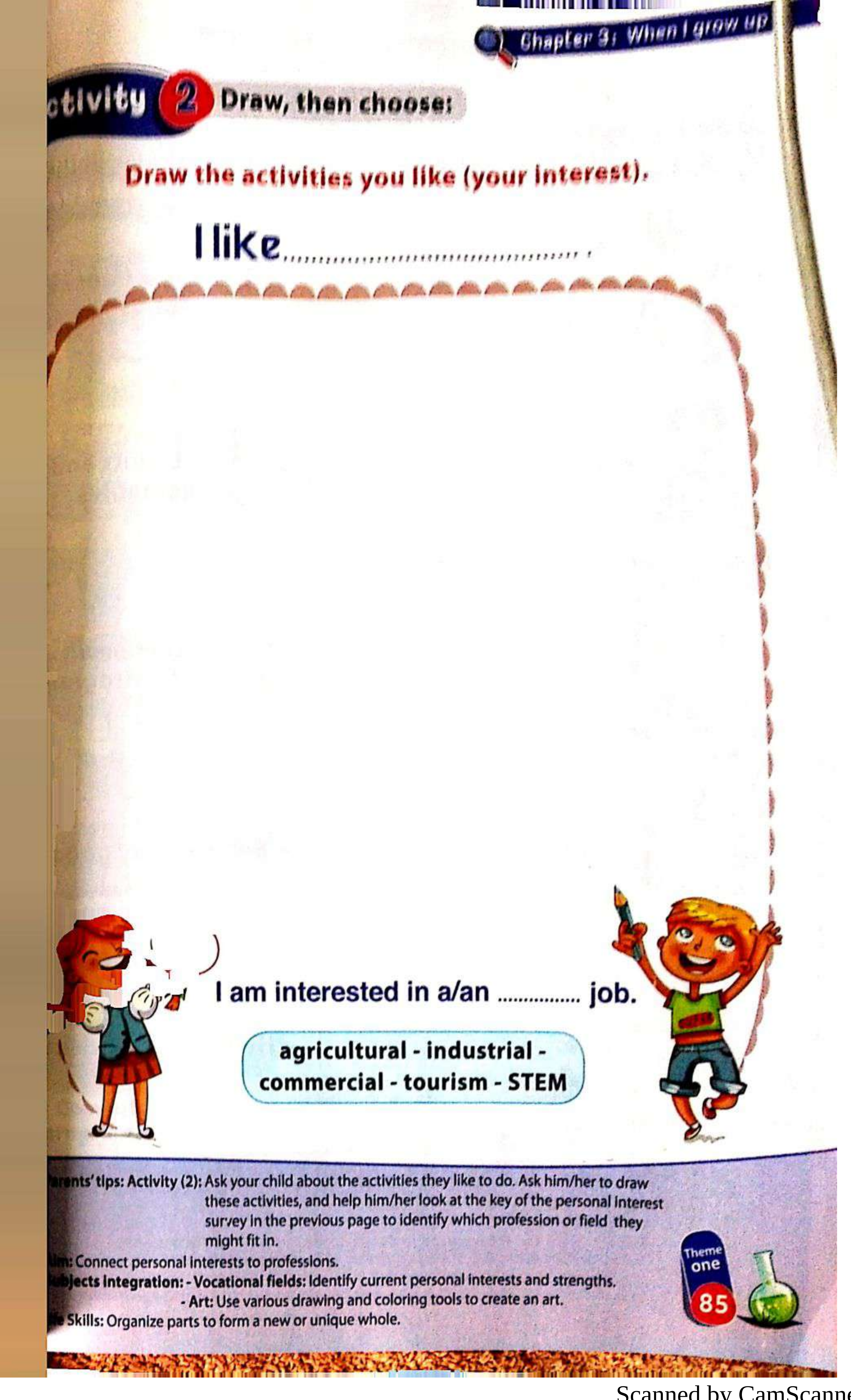



- **Parents' tips: Activity (1):** Help your child identify which activities they enjoy the most. Ask him/her to share what they like about each one.
- **Aim:** Complete a personal interest survey.
- **Subjects integration:**
  - **English:** Answer questions about the activities that you enjoy.
  - **Vocational fields:** • Identify current personal interests and strengths.
- **Life Skills:** Define relationships between different objects.

## ctivity 2 Draw, then choose:

**Draw the activities you like (your interest).**

I like.......................................... .



I am interested in a/an ................ job.

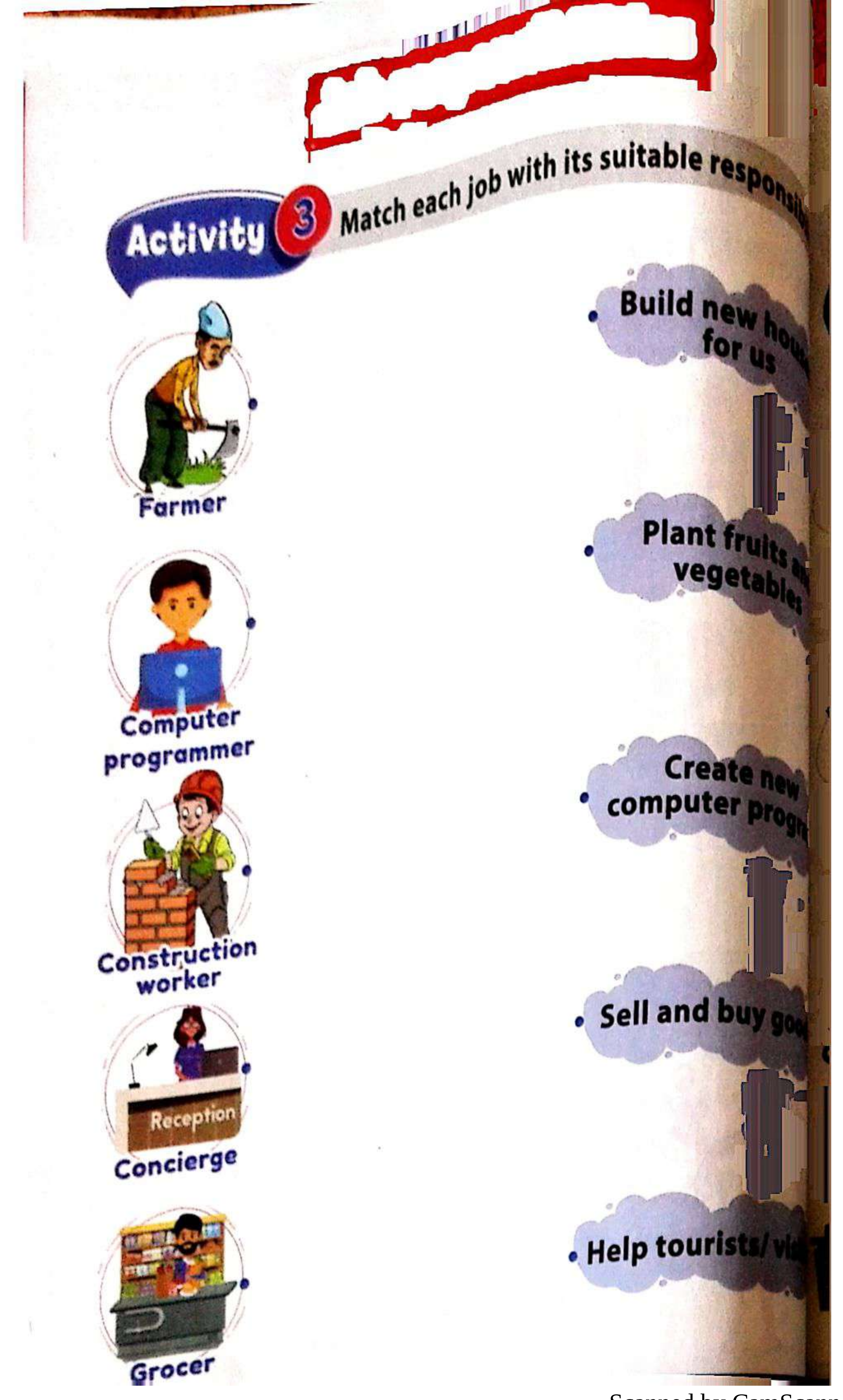
**agricultural - industrial - commercial - tourism - STEM**

**arents' tips: Activity (2):** Ask your child about the activities they like to do. Ask him/her to draw these activities, and help him/her look at the key of the personal interest survey in the previous page to identify which profession or field they might fit in.

**im:** Connect personal interests to professions.

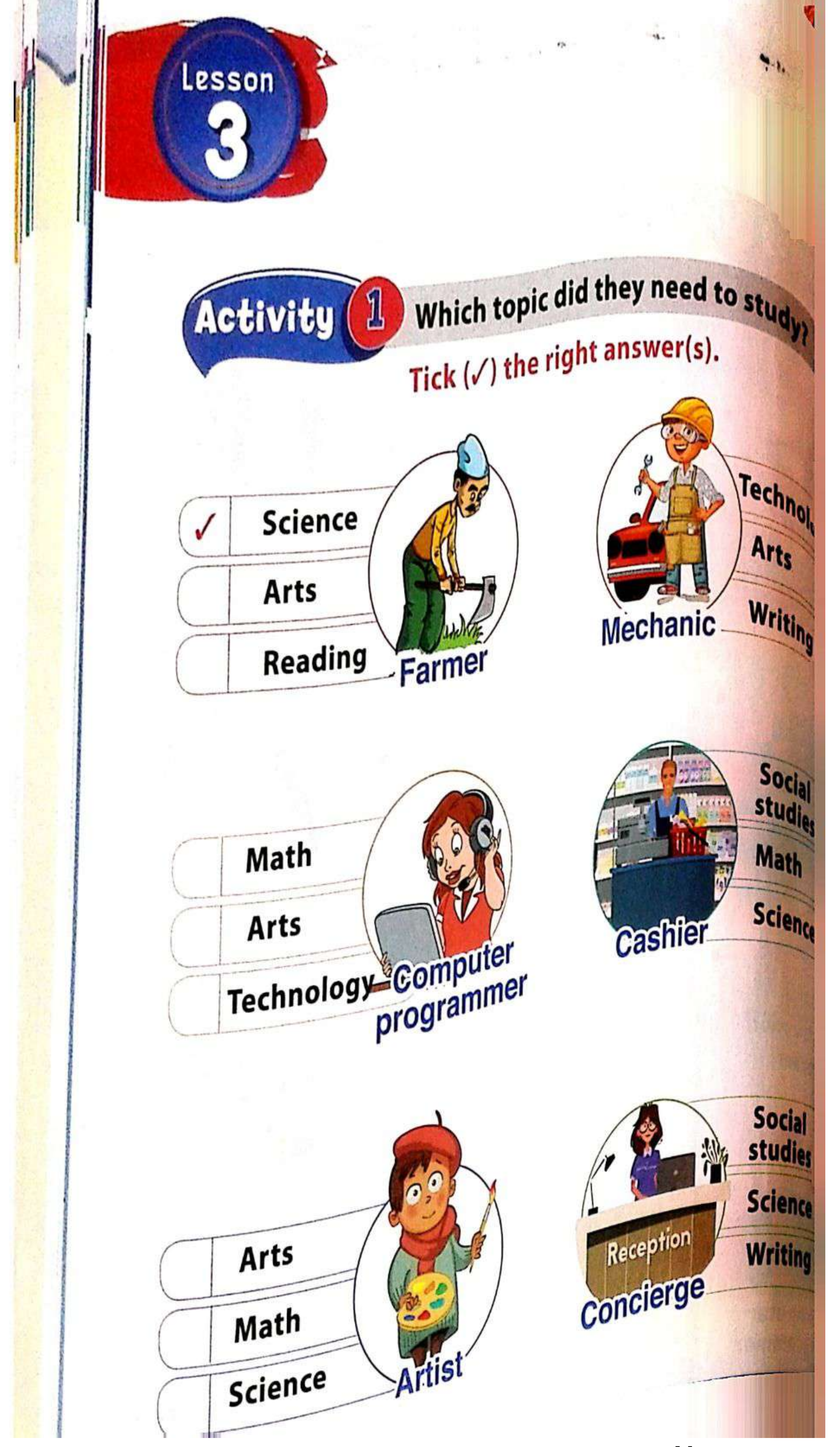
**ubjects Integration:** - **Vocational fields:** Identify current personal interests and strengths.
- **Art:** Use various drawing and coloring tools to create an art.

**e Skills:** Organize parts to form a new or unique whole.


Activity 3
Match each job with its suitable
Farmer
Computer programmer
Construction worker
Reception
Concierge
Grocer
Build new
for us
Plant fruits
vegetables
Create new
computer
Sell and buy
Help tourists/




Scanned by CamScanner


Lesson 3
Activity 1
Which topic did they need to study?
Tick (✓) the right answer(s).
✓ Science
Arts
Reading
Farmer
Technol
Arts
Writing
Mechanic
Math
Arts
Technology
Computer programmer
Social studies
Math
Scienc
Cashier
Arts
Math
Science
Artist
Social studies
Science
Writing
Reception
Concierge



## Activity 2 Read, then choose:



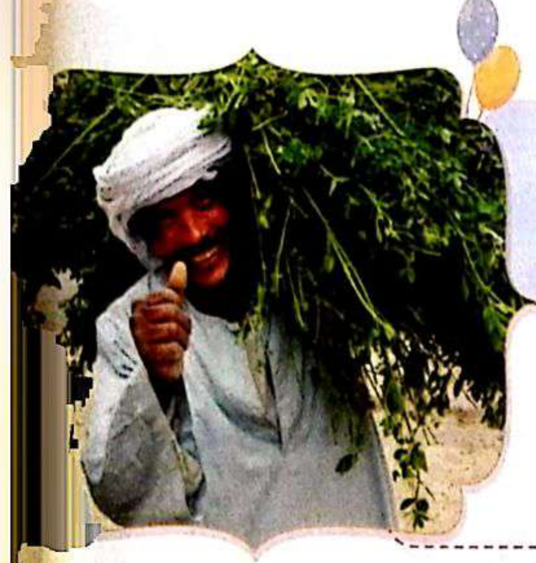
This is Aya. She is a math teacher. She is a nice teacher. She helps students to love math.

- **Aya needed to study .................................. to be a math teacher.**
  **(Math - Arts - Social Studies)**



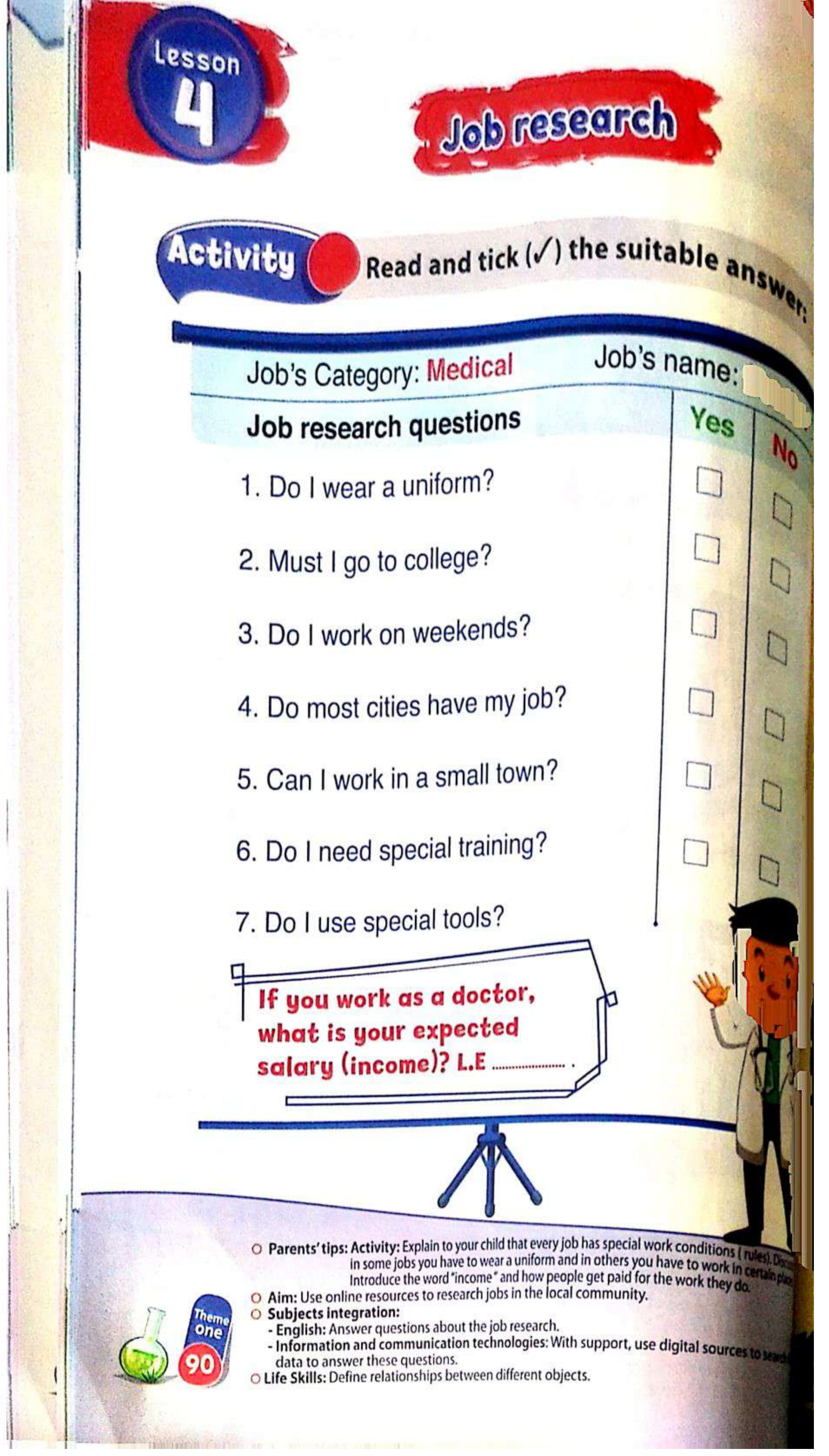
This is Adam. He is a good doctor. He always helps children to be healthy.

- **Adam needed to study ............... to be a doctor.**
  **(Arts - Science - Math)**



This is Ali. He is a farmer. He is a hard worker. He helps us all eat healthy fruits and vegetables.

- **Ali needed to study .................... to be a farmer.**
  **(Technology - Art - Science)**



Lesson 4

# Job research

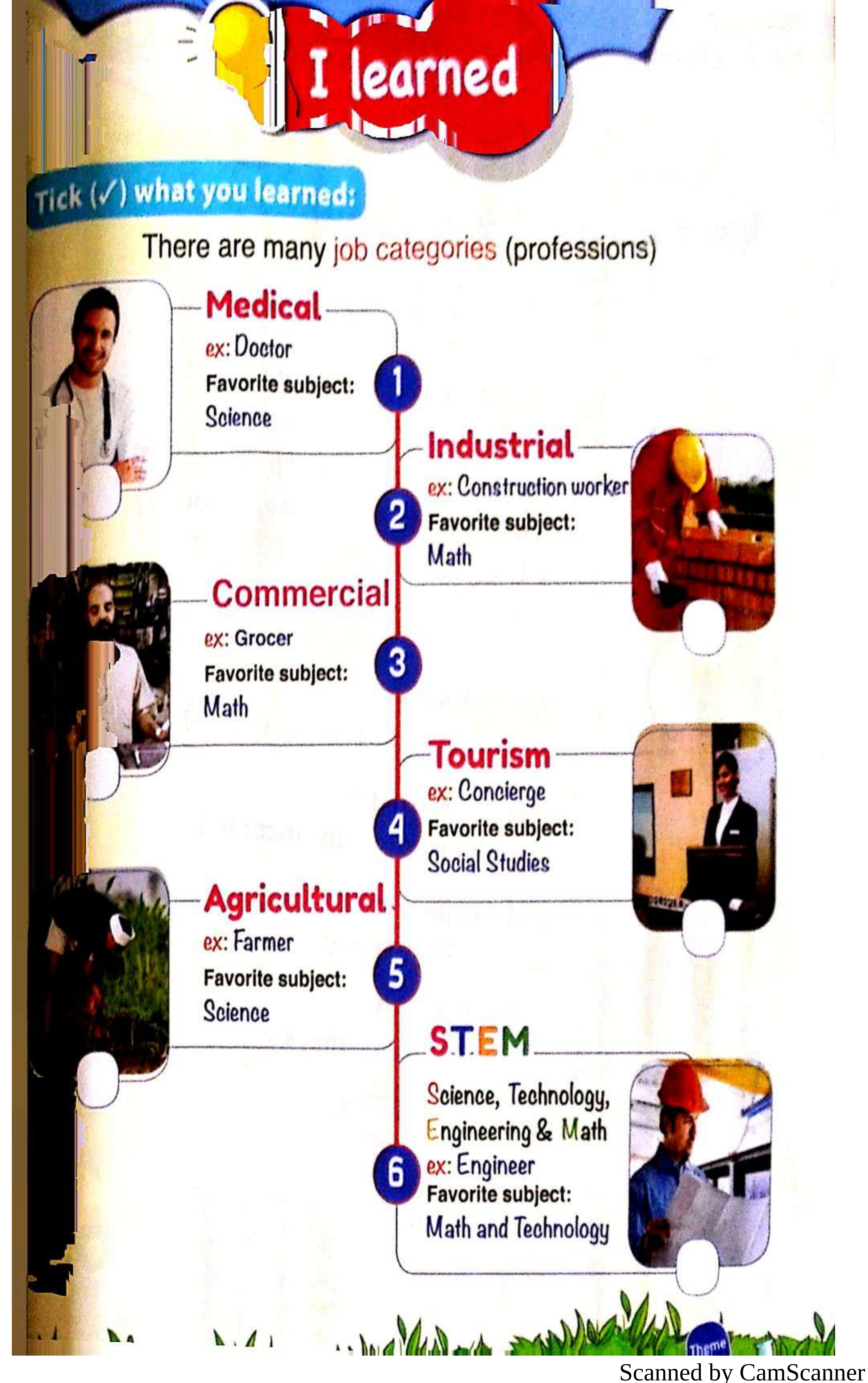
**Activity** Read and tick (✓) the suitable answer:

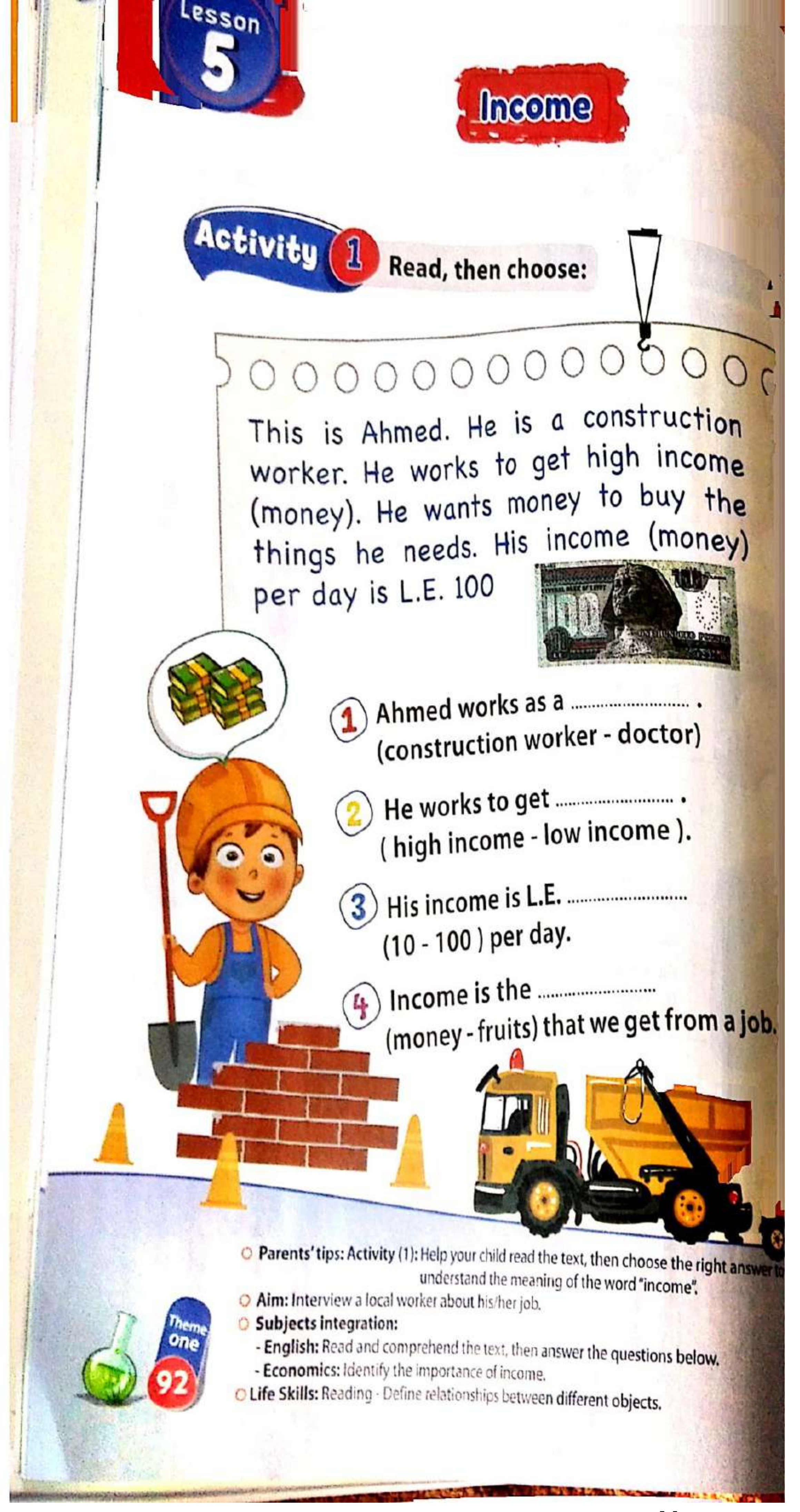
Job's Category: Medical — Job's name:

| Job research questions | Yes | No |
| --- | --- | --- |
| 1. Do I wear a uniform? | ☐ | ☐ |
| 2. Must I go to college? | ☐ | ☐ |
| 3. Do I work on weekends? | ☐ | ☐ |
| 4. Do most cities have my job? | ☐ | ☐ |
| 5. Can I work in a small town? | ☐ | ☐ |
| 6. Do I need special training? | ☐ | ☐ |
| 7. Do I use special tools? | | |

**If you work as a doctor, what is your expected salary (income)? L.E .................... .**

- **Parents' tips: Activity:** Explain to your child that every job has special work conditions ( rules). Dis in some jobs you have to wear a uniform and in others you have to work in certain pl Introduce the word "income" and how people get paid for the work they do.
- **Aim:** Use online resources to research jobs in the local community.
- **Subjects integration:**
  - **English:** Answer questions about the job research.
  - **Information and communication technologies:** With support, use digital sources to sea data to answer these questions.
- **Life Skills:** Define relationships between different objects.


I learned
Tick (✓) what you learned:
There are many job categories (professions)
Medical
ex: Doctor
Favorite subject:
Science
1
Industrial
ex: Construction worker
2
Favorite subject:
Math
Commercial
ex: Grocer
Favorite subject:
3
Math
Tourism
ex: Concierge
4
Favorite subject:
Social Studies
Agricultural
ex: Farmer
Favorite subject:
5
Science
S.T.E.M
Science, Technology,
Engineering & Math
ex: Engineer
6
Favorite subject:
Math and Technology
Theme



Lesson 5

# Income

**Activity 1** Read, then choose:

This is Ahmed. He is a construction worker. He works to get high income (money). He wants money to buy the things he needs. His income (money) per day is L.E. 100

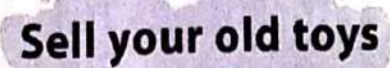
1. Ahmed works as a .......................... .
   (construction worker - doctor)
2. He works to get .......................... .
   ( high income - low income ).
3. His income is L.E. ..........................
   (10 - 100 ) per day.
4. Income is the ..........................
   (money - fruits) that we get from a job.

- **Parents' tips:** Activity (1): Help your child read the text, then choose the right answer to understand the meaning of the word "income".
- **Aim:** Interview a local worker about his/her job.
- **Subjects integration:**
  - **English:** Read and comprehend the text, then answer the questions below.
  - **Economics:** Identify the importance of income.
- **Life Skills:** Reading - Define relationships between different objects.




You want to buy a new toy. Tick (✓) the best ways to get income (money):









Ask parents for money



Bake and sell cake



Make and sell crafts



**rents' tips: Activity (2):** Help your child brainstorm different ways to earn money.

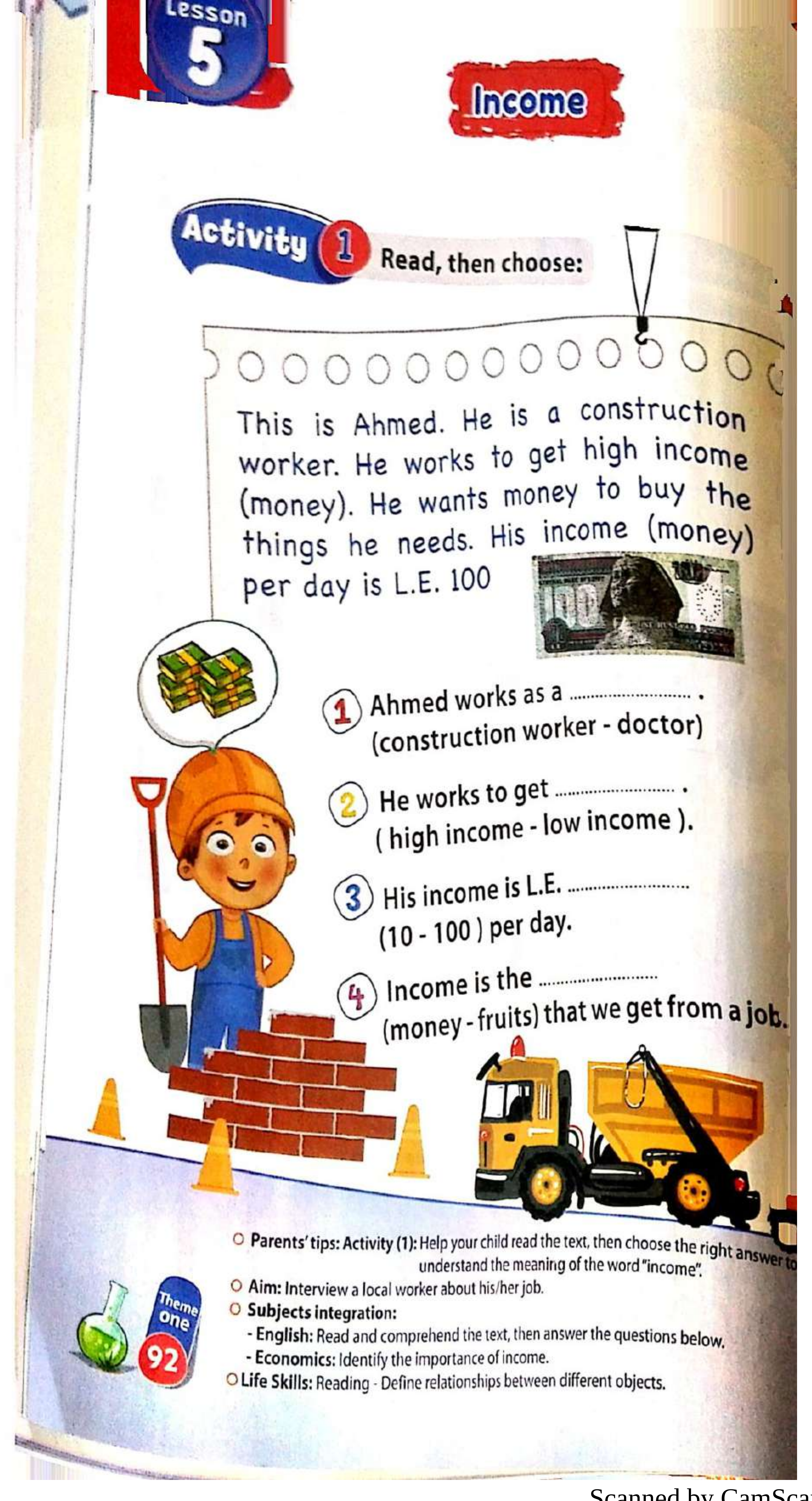
**Aim:** Identify ways a family can earn income.

**ubjects Integration:**

- **English:** Participate in conversations with peers and adults about ways of getting money.
- **Social Studies:** Identify the main economic activities to get money.
- **Life Skills:** Effective management and organization of tasks.



# Income



## Activity 1 Read, then choose:

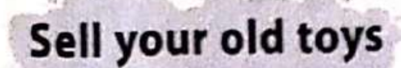
This is Ahmed. He is a construction worker. He works to get high income (money). He wants money to buy the things he needs. His income (money) per day is L.E. 100

1. Ahmed works as a .......................... .
   (construction worker - doctor)
2. He works to get .......................... .
   ( high income - low income ).
3. His income is L.E. ..........................
   (10 - 100 ) per day.
4. Income is the ..........................
   (money - fruits) that we get from a job.

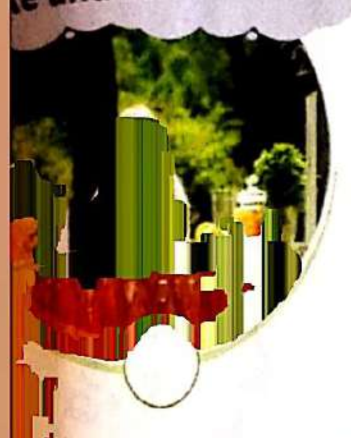
- **Parents' tips: Activity (1):** Help your child read the text, then choose the right answer to understand the meaning of the word "income".
- **Aim:** Interview a local worker about his/her job.
- **Subjects integration:**
  - **English:** Read and comprehend the text, then answer the questions below.
  - **Economics:** Identify the importance of income.
- **Life Skills:** Reading - Define relationships between different objects.



**tivity 2** You want to buy a new toy. Tick (✓) the best ways to get income (money):



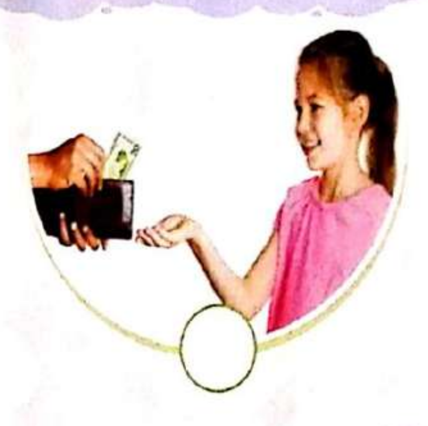
**e and sell lemonade**



**Sell your old toys**




**Ask parents for money**



**Bake and sell cake**



**Make and sell crafts**



**arents' tips:** Activity (2): Help your child brainstorm different ways to earn money.

**Aim:** Identify ways a family can earn income.

**Subjects integration:**

- **English:** Participate in conversations with peers and adults about ways of getting money.
- **Social Studies:** Identify the main economic activities to get money.

**Life Skills:** Effective management and organization of tasks.




Lesson 6

# Making choices with our income

**Activity 1** Tick (✓) the resources in which we sp
our income:








# Income web

**Activity 2** Look, then choose:

**Who is responsible for obtaining the following resources?**

Clothing

(Mom - Dad)

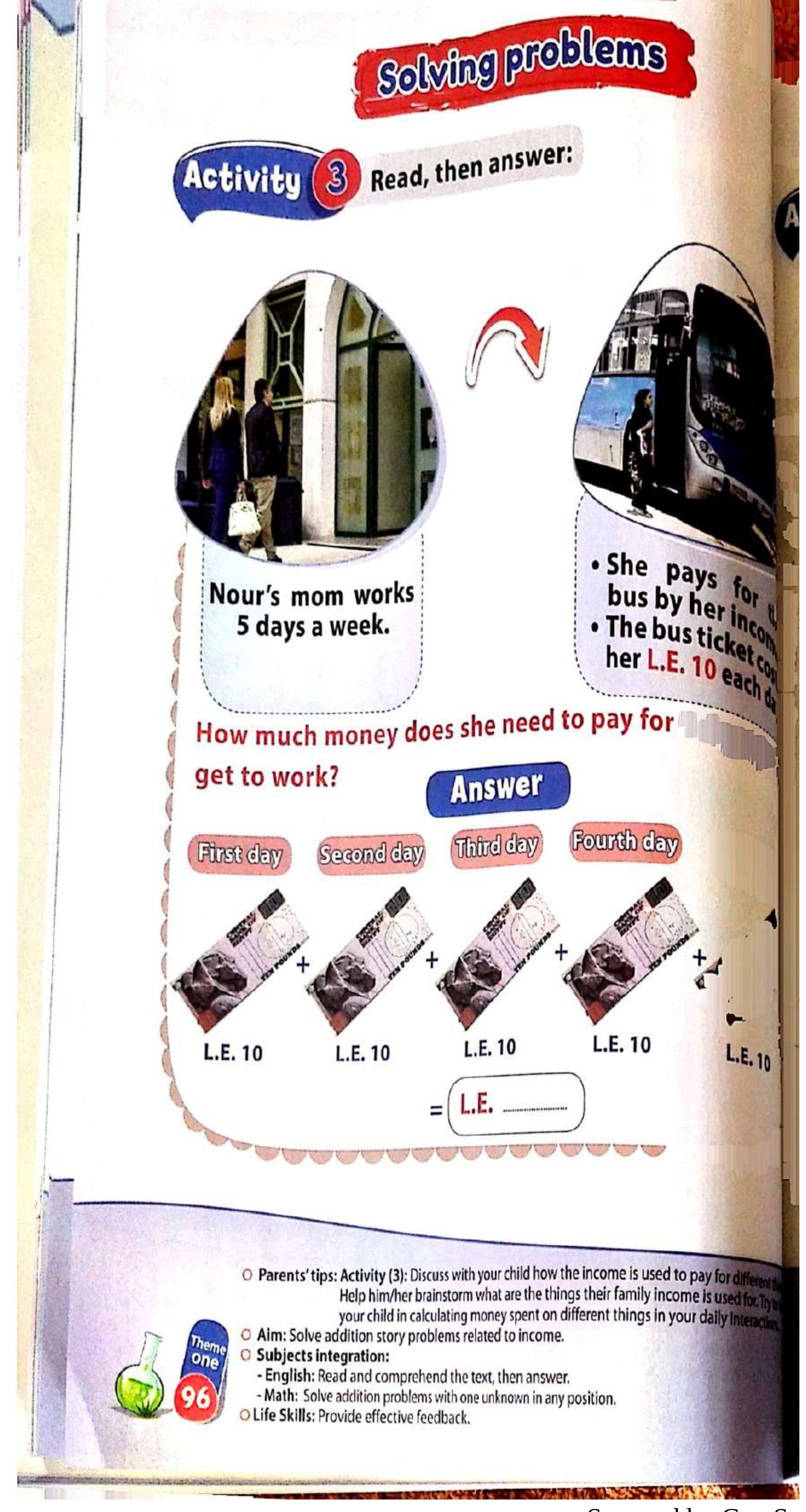
Transportation

(Mom - Dad)



Food

(Mom - Dad)



## Solving problems

**Activity 3** Read, then answer:

Nour's mom works 5 days a week.

- She pays for th… bus by her incom…
- The bus ticket cos… her L.E. 10 each da…

How much money does she need to pay for … get to work?

**Answer**

| First day | Second day | Third day | Fourth day | |
|---|---|---|---|---|
| L.E. 10 + | L.E. 10 + | L.E. 10 + | L.E. 10 + | L.E. 10 |

= L.E. ..........

- Parents' tips: Activity (3): Discuss with your child how the income is used to pay for different th… Help him/her brainstorm what are the things their family income is used for. Try to… your child in calculating money spent on different things in your daily interaction…
- Aim: Solve addition story problems related to income.
- Subjects integration:
  - English: Read and comprehend the text, then answer.
  - Math: Solve addition problems with one unknown in any position.
- Life Skills: Provide effective feedback.







## Activity 4 Read, then answer:



Aya's dad gives her L.E. 100.



She goes to the market to buy



L.E. 20



L.E. 10



L.E. 50

**Answer**

1) The money that Aya spends altogether is:



L.E. 10 L.E. 10

+



L.E. 10

+



L.E. 20 L.E. 20 L.E. 10



= L.E. ..................



2) The money left with Aya is: L.E. ..................











L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10 L.E. 10

**Parents' tips: Activity (4):** Help your child read the word problem and assist him/her in calculating the numbers.

**Aim:** Solve addition and subtraction story problems related to income.

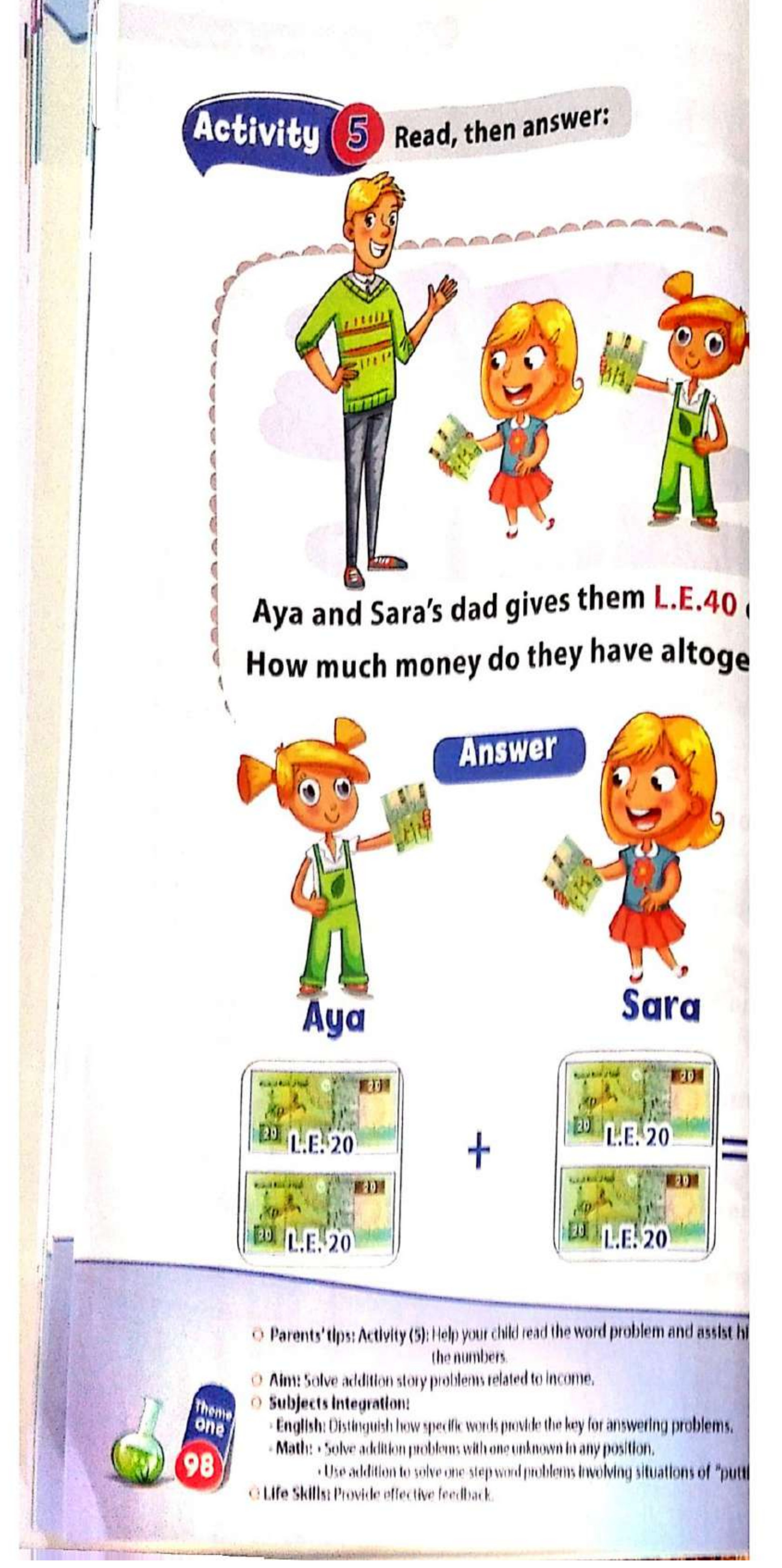
**Subjects integration:** - **English:** Read and comprehend the text, then answer.
- **Math:** - Use addition and subtraction to solve two-steps word problems involving situations of "taking from" and "putting together".
- Use mental subtraction.

**Life Skills:** Provide effective feedback.









## Activity 5 Read, then answer:

Aya and Sara's dad gives them L.E.40

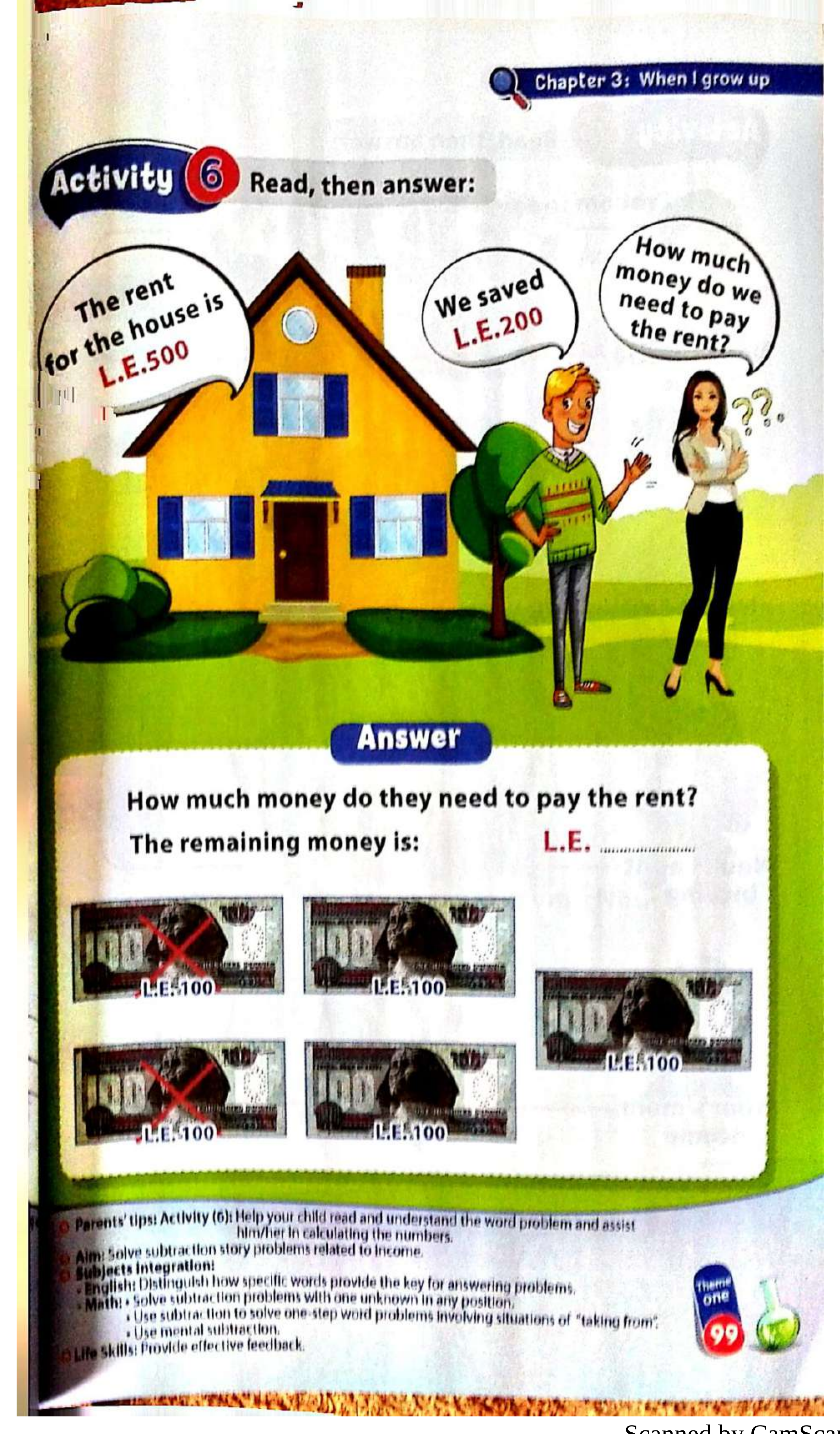
How much money do they have altoge

**Answer**



- **Parents' tips: Activity (5):** Help your child read the word problem and assist hi
  the numbers.
- **Aim:** Solve addition story problems related to income.
- **Subjects Integration:**
  - **English:** Distinguish how specific words provide the key for answering problems.
  - **Math:** • Solve addition problems with one unknown in any position.
    • Use addition to solve one step word problems involving situations of "putt
- **Life Skills:** Provide effective feedback.

## Activity 6 Read, then answer:

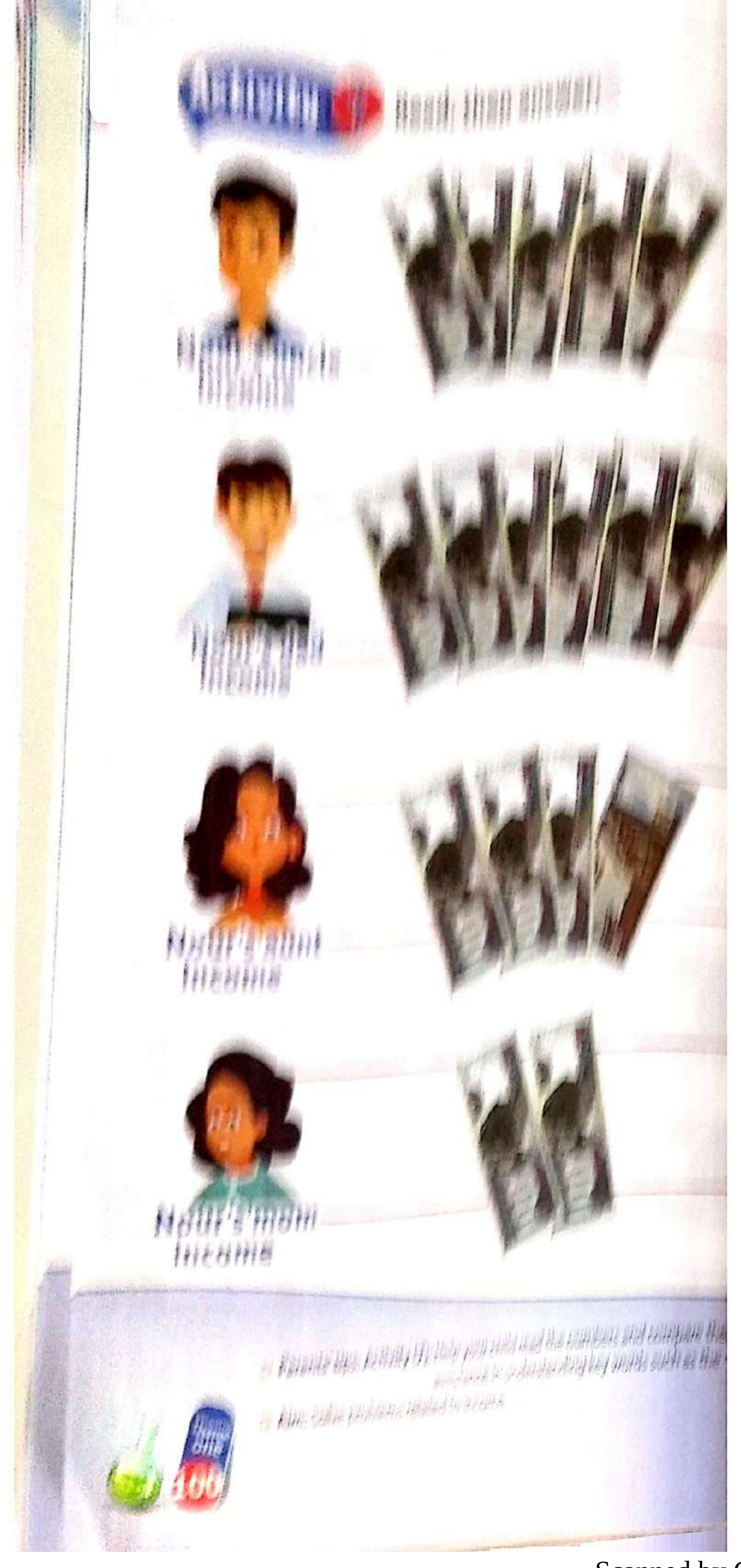


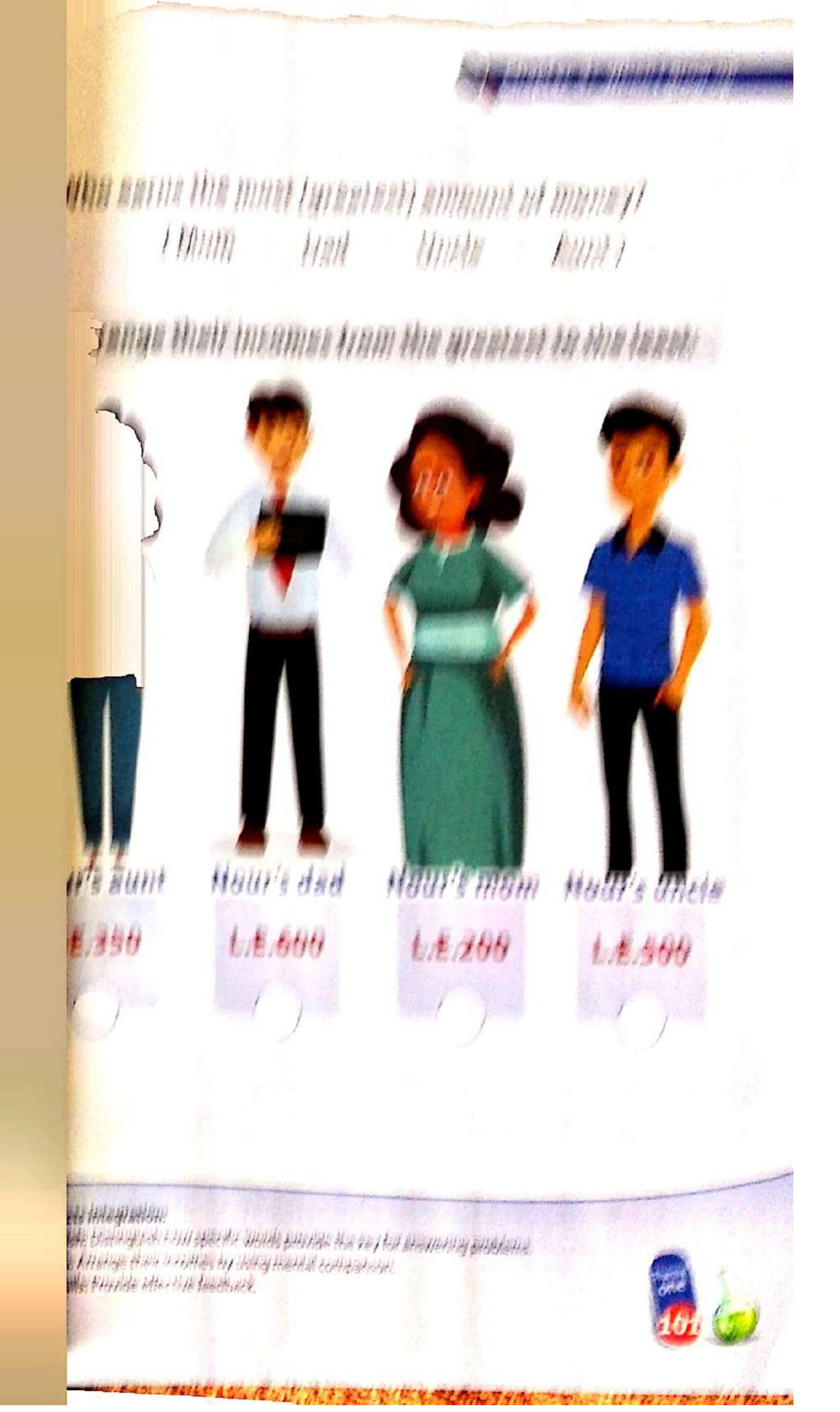

**Answer**

How much money do they need to pay the rent?

The remaining money is: L.E. ..................

- **Parents' tips: Activity (6):** Help your child read and understand the word problem and assist him/her in calculating the numbers.
- **Aim:** Solve subtraction story problems related to income.
- **Subjects Integration:**
  - **English:** Distinguish how specific words provide the key for answering problems.
  - **Math:**
    - Solve subtraction problems with one unknown in any position.
    - Use subtraction to solve one-step word problems involving situations of "taking from".
    - Use mental subtraction.
- **Life Skills:** Provide effective feedback.



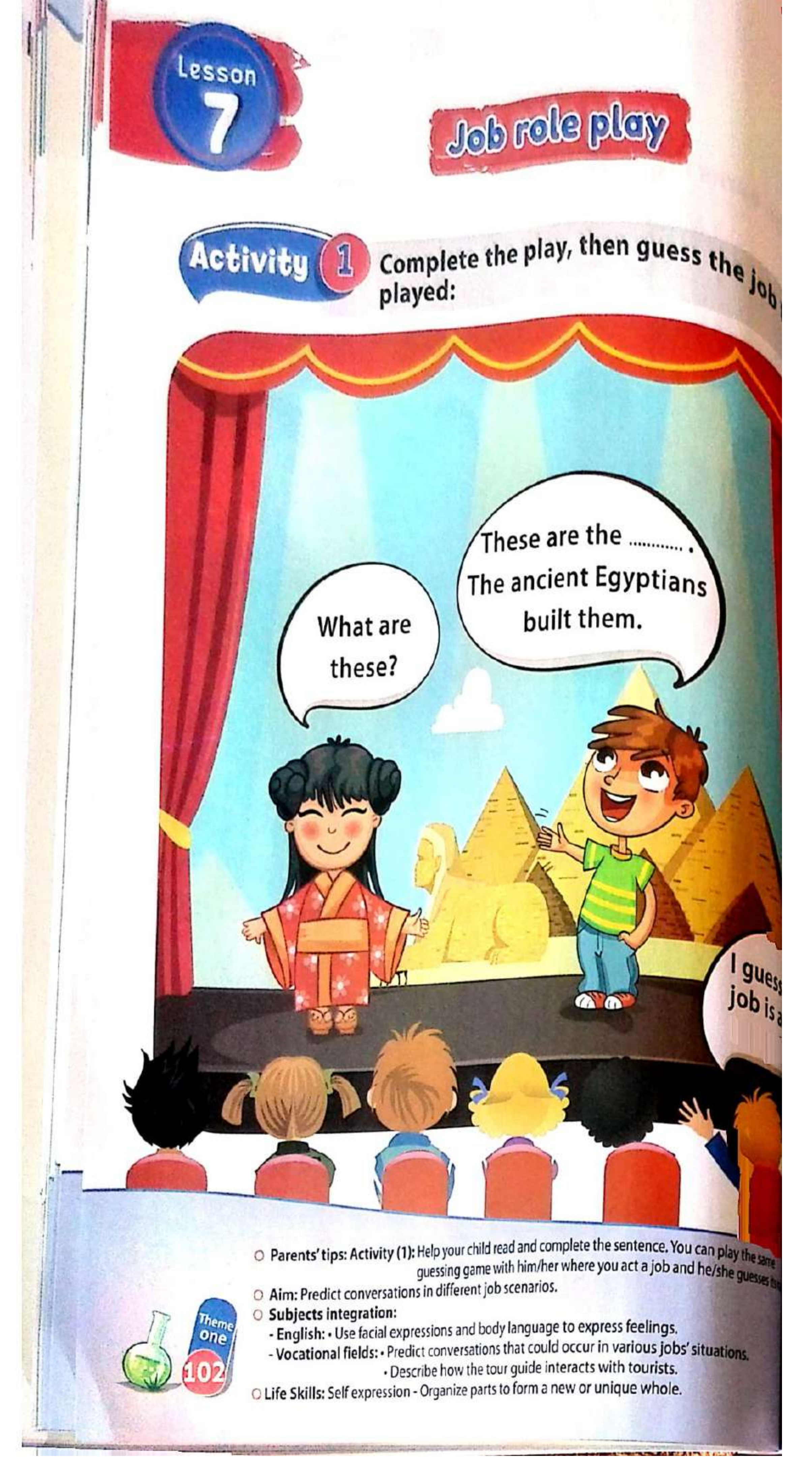


Nour's dad
L.E.600
L.E.200

Lesson 7

# Job role play

**Activity 1** Complete the play, then guess the job played:



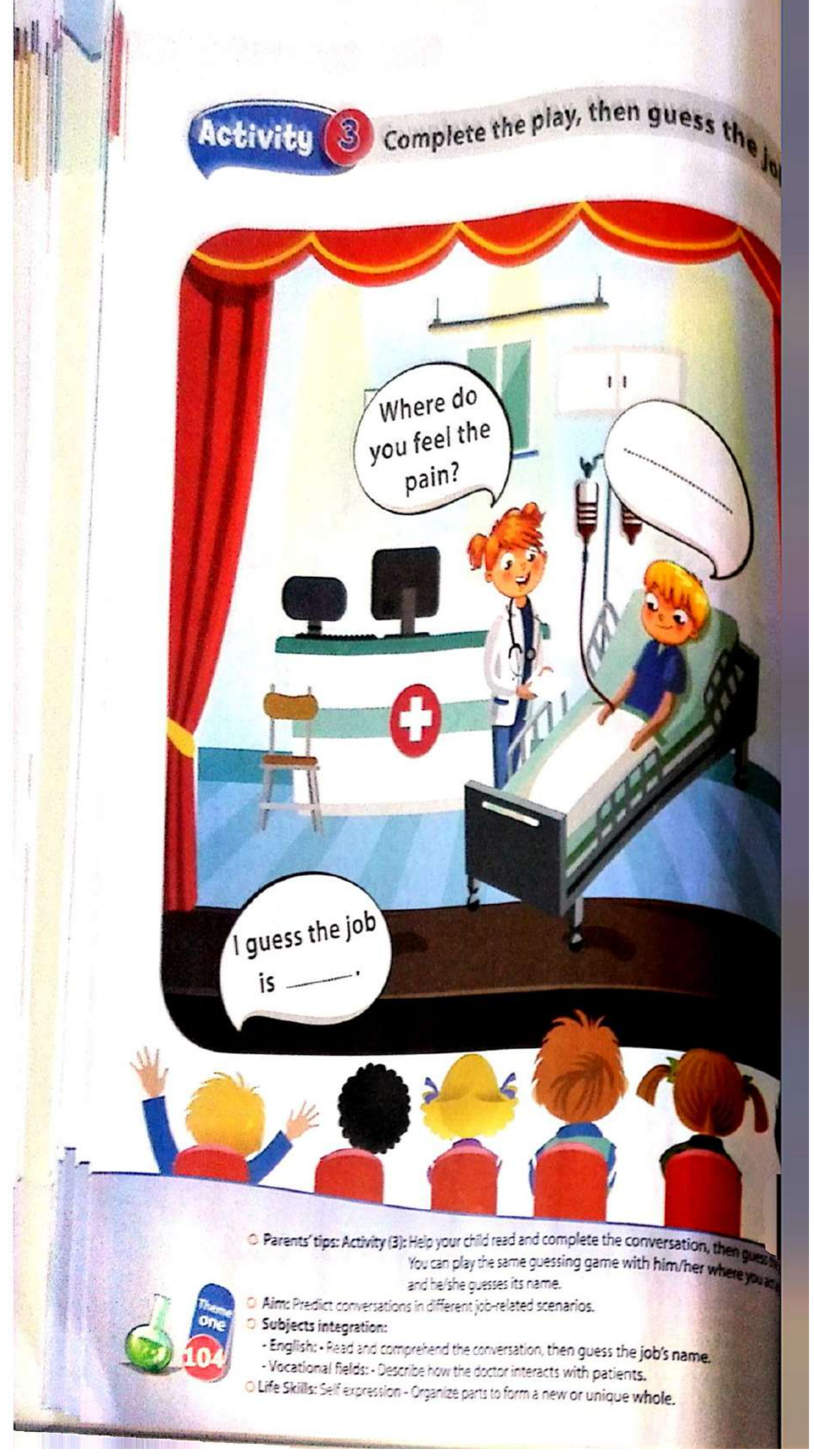

- **Parents' tips: Activity (1):** Help your child read and complete the sentence. You can play the same guessing game with him/her where you act a job and he/she guesses
- **Aim:** Predict conversations in different job scenarios.
- **Subjects integration:**
  - **English:** • Use facial expressions and body language to express feelings.
  - **Vocational fields:** • Predict conversations that could occur in various jobs' situations.
    • Describe how the tour guide interacts with tourists.
- **Life Skills:** Self expression - Organize parts to form a new or unique whole.

## Activity 2 Read, then guess the job:




- **Parents' tips:** Activity (2): Help your child read and complete the sentence. You can play the same guessing game with him/her where you act a job and he/she guesses its name.
- **Aim:** Predict conversations in different job scenarios.
- **Subjects integration:**
  - **English:** • Use facial expressions and body language to express feelings. • Write complete sentences. • Read and comprehend the conversation, then guess the job's name.
  - **Vocational fields:** • Predict conversations that could occur in various jobs' situations.
- **Life Skills:** Self expression - Organize parts to form a new or unique whole.

## Activity 3 Complete the play, then guess the jo




- **Parents' tips: Activity (3):** Help your child read and complete the conversation, then gues
  You can play the same guessing game with him/her where you ac
  and he/she guesses its name.
- **Aim:** Predict conversations in different job-related scenarios.
- **Subjects integration:**
  - **English:** • Read and comprehend the conversation, then guess the job's name.
  - **Vocational fields:** - Describe how the doctor interacts with patients.
- **Life Skills:** Self expression - Organize parts to form a new or unique whole.





Lesson 8

# Nour chooses a job

**Activity 1** **Read the story, then choose:**

1. is Nour.
likes to study math.

2. She likes to learn about computer.

1. Nour is interested in ........... job profession.
( industrial - agricultural - STEM )

2. Nour's favorite subject is .......... .
( math - art - Social Studies )

3. She wants to be a ............ .
( farmer - computer programmer - concierge )

**rents' tips: Activity (1):** Help your child read the information about Nour and answer the questions about her interests and possible future job.

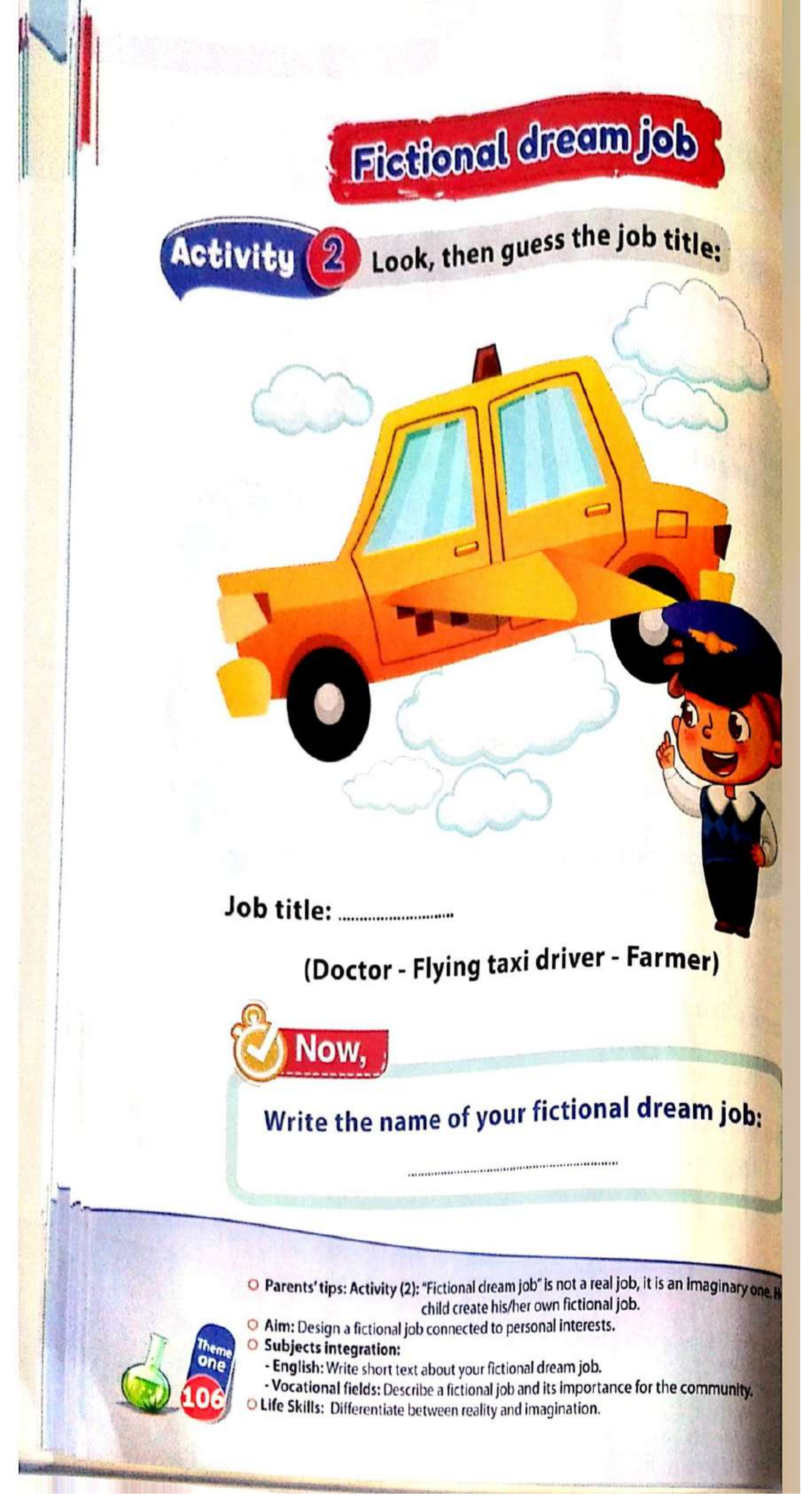
**m:** Choose a job based on personal interests in the text.

**bjects integration:**

**English:** Read and comprehend the text, then answer the questions below.

**ocational fields:** Explain how what is learned at school and personal interests can help in a profession.

**e Skills:** Provide effective feedback - Reading.



# Fictional dream job

**Activity 2** Look, then guess the job title:

**Job title:** ......................

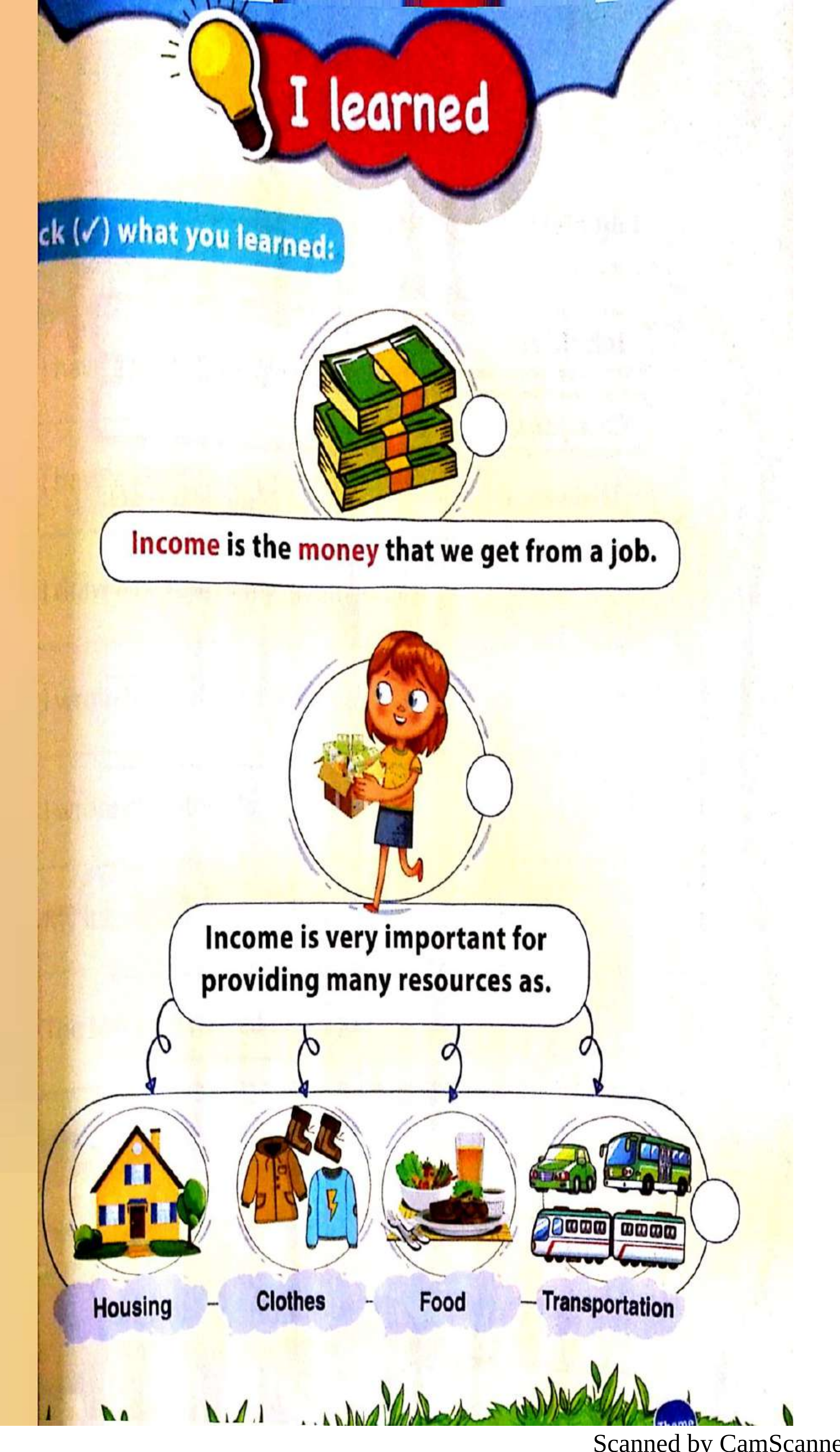
**(Doctor - Flying taxi driver - Farmer)**

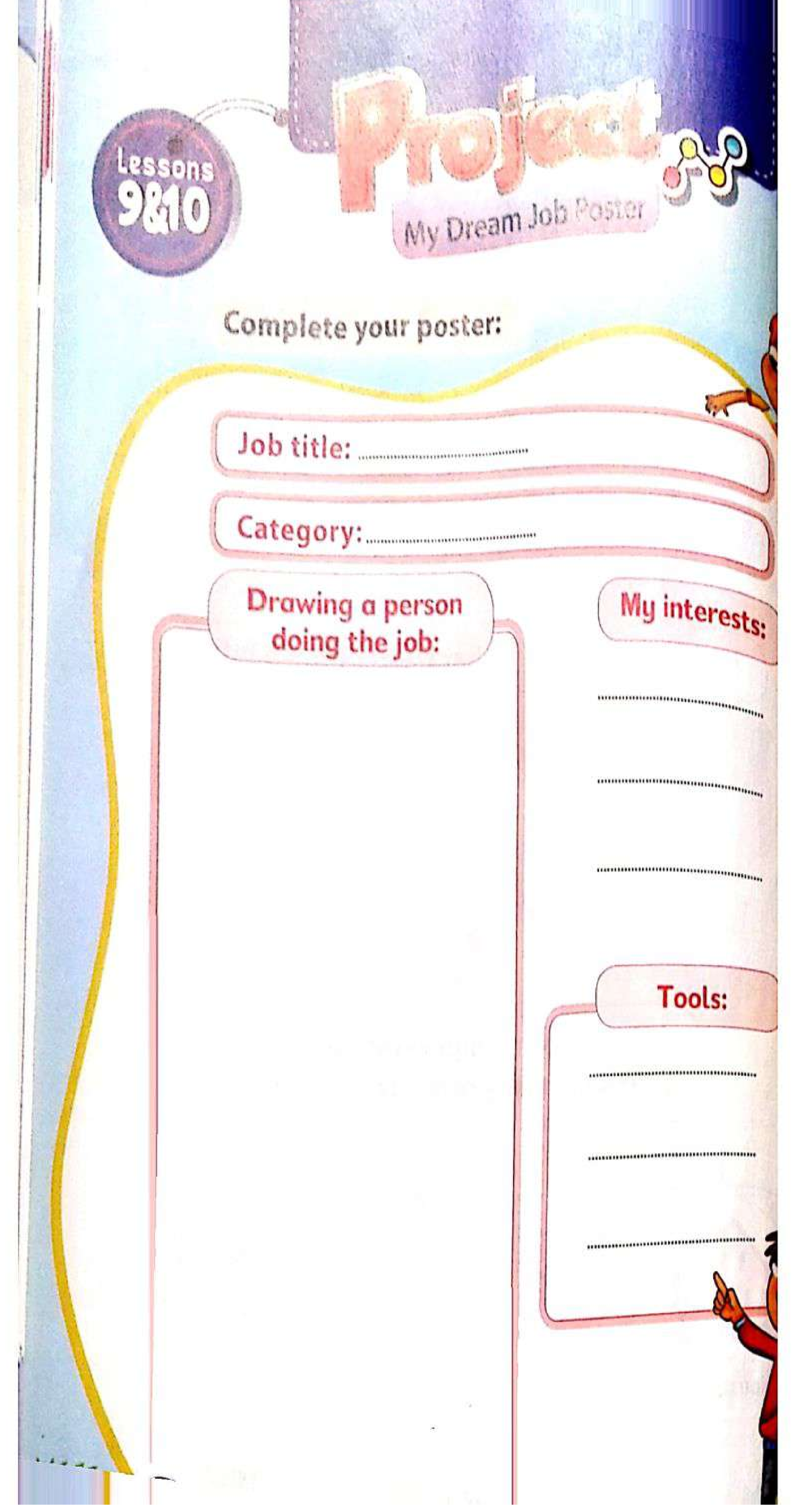
**Now,**

**Write the name of your fictional dream job:**

..................................................

- **Parents' tips: Activity (2):** "Fictional dream job" is not a real job, it is an imaginary one. H child create his/her own fictional job.
- **Aim:** Design a fictional job connected to personal interests.
- **Subjects integration:**
  - **English:** Write short text about your fictional dream job.
  - **Vocational fields:** Describe a fictional job and its importance for the community.
- **Life Skills:** Differentiate between reality and imagination.


I learned
ck (✓) what you learned:
Income is the money that we get from a job.
Income is very important for providing many resources as.
Housing
Clothes
Food
Transportation



Lessons 9&10

# Project

My Dream Job Poster

Complete your poster:

Job title: ..............................

Category: ..............................

Drawing a person doing the job:

My interests:

..............................

..............................

..............................

Tools:

..............................

..............................

..............................





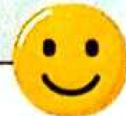
ick (✓) the elements you have in your poster:

| | |
|---|---|
| I have a job title for my dream job. | |
| I have a job category for my dream job. | |
| I draw a picture of my dream job. | |
| I wrote tools of my dream job. | |
| I wrote my interests. | |
| My interests are related to my dream job. | |
| The tools are related to the job. | |

ick (✓) how well you did.



**ly poster will need work.**



**My poster is good.**

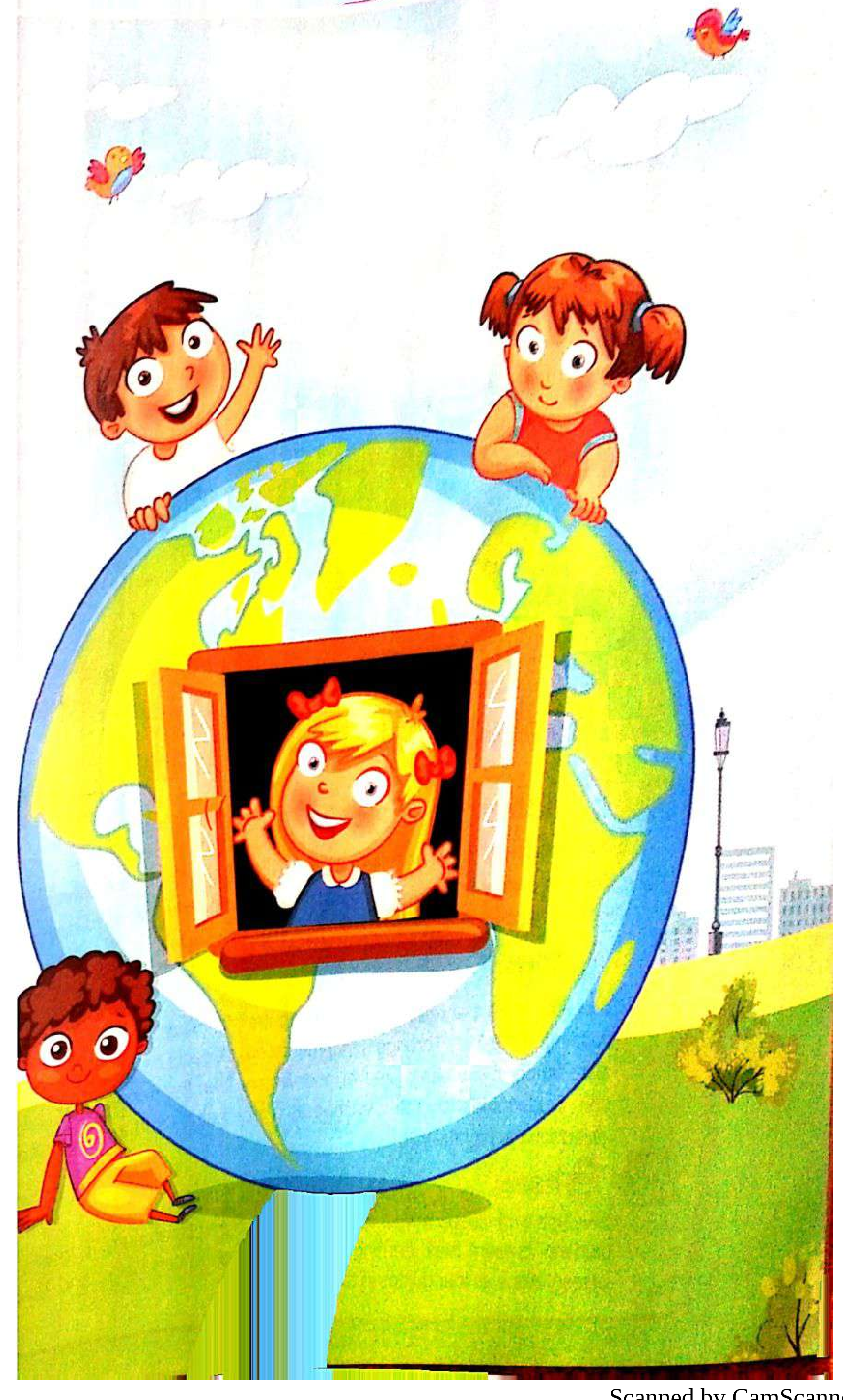


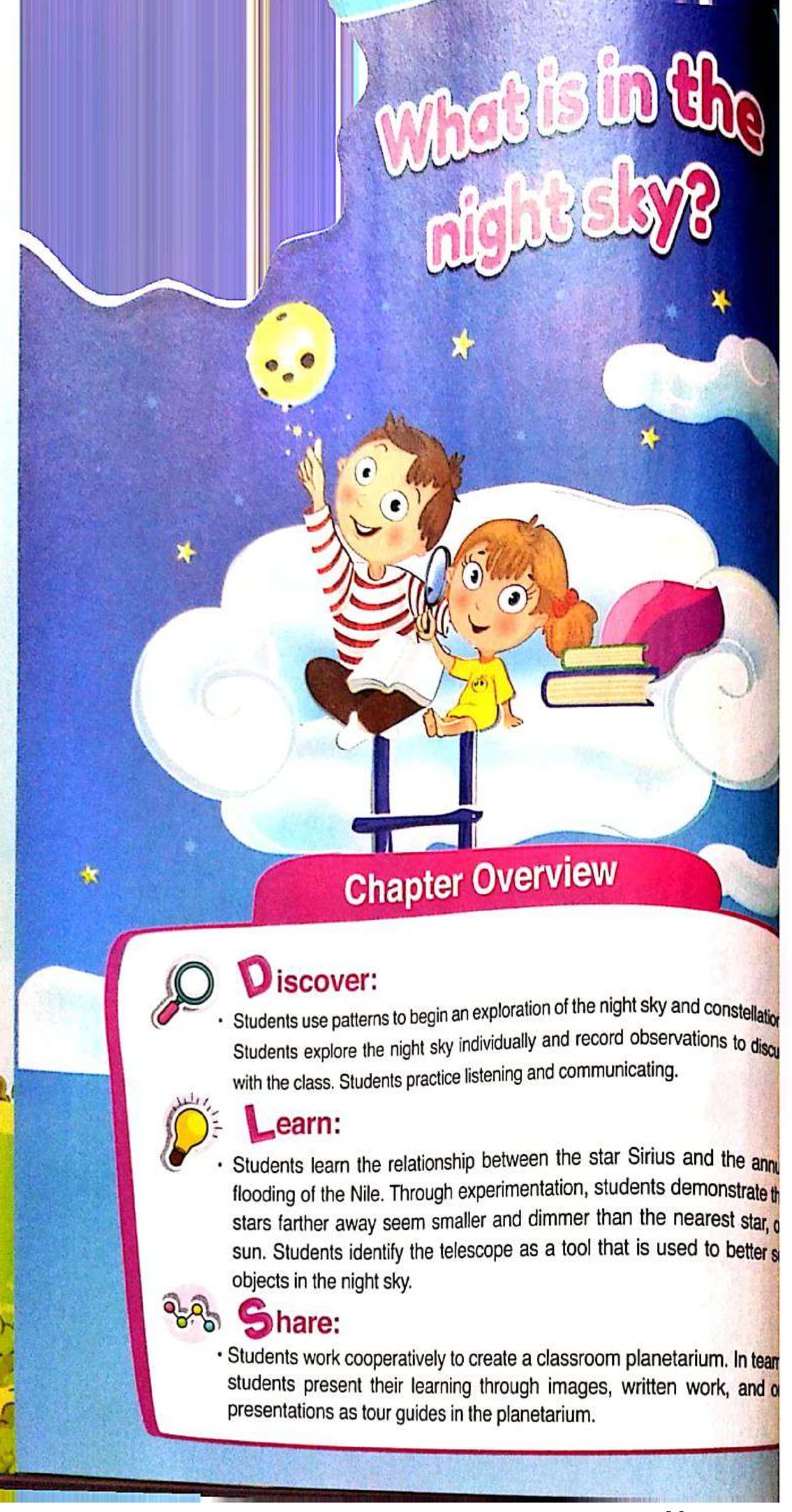
**My poster is excellent.**






Chapter 1
What is in the nig
sky?
Chapter 2
Helping my habitat
Chapter 3
Monumental Designs
A
Z





# What is in the night sky?

## Chapter Overview

### Discover:

- Students use patterns to begin an exploration of the night sky and constellatio Students explore the night sky individually and record observations to discu with the class. Students practice listening and communicating.

### Learn:

- Students learn the relationship between the star Sirius and the annu flooding of the Nile. Through experimentation, students demonstrate th stars farther away seem smaller and dimmer than the nearest star, o sun. Students identify the telescope as a tool that is used to better s objects in the night sky.

### Share:

- Students work cooperatively to create a classroom planetarium. In tear students present their learning through images, written work, and o presentations as tour guides in the planetarium.

| | Objectives | Vocabulary |
|---|---|---|
| | • Students will:<br>- With prompting, recall learning from Primary 1.<br>- Explain basic differences between the day and night skies.<br>- Listen attentively while working with partners and in small groups. | - Day sky.<br>- Night sky. |
| | - Discover observed patterns in the arrangements of the stars (constellations).<br>- Recognize Orion's Belt in the night sky.<br>- Create lyrics to remember new vocabulary. | - Constellation.<br>- Human-made.<br>- Natural.<br>- Orion's Belt. |
| 3 | • Students will:<br>- Describe how the stars appear to rise and set each night.<br>- Explain that rise and set times change slightly every day.<br>- Practice mental subtraction strategies.<br>- Read to understand the relationship between the star Sirius and the annual flooding of the Nile. | - The Big Dog or Canis Major.<br>- Sirius.<br>- Flooding of the Nile. |
| 4 | - Hypothesize that the sun is a star and begin an investigation into this hypothesis.<br>- Compare observable properties of the sun and the stars. | - Shadow.<br>- Surface.<br>- Sun.<br>- Stars. |
| 5 | - Demonstrate the objects appear smaller when they are farther away.<br>- Use a model to compare relative size. | - Experiment.<br>- Observation.<br>- Solar Panels. |
| 6 | - Explain that light sources appear dimmer when they are farther away.<br>- Explain that the sun appears different than the other stars because it is closer to Earth.<br>- Recognize galaxies as being made up of stars.<br>- Identify the telescope as a tool for learning about the deep sky. | - Galaxy.<br>- Telescope.<br>- Tool.<br>- Light source. |
| 7 | - Write a story with a beginning, middle, and end.<br>- Use information learned to write a creative story.<br>- Use illustration to support writing. | - Story.<br>- Compromise.<br>- Conflict resolution. |
| | • Students will:<br>- Review key learning to identify important facts.<br>- Collaborate to produce a work of art on a constellation.<br>- Use appropriate tools to produce art. | - Cooperate.<br>- Participate.<br>- Planetarium. |
| | - Manage and organize tasks to complete the Share project.<br>- Work cooperatively in groups.<br>- Provide effective feedback within group. | - Checklist. |
| | - Use communication skills to orally present information.<br>- Self-evaluate using the student rubric.<br>- Work collaboratively in groups. | - Student rubric.<br>- Student book.<br>- Pencils.<br>- Student project. |




- Parents' tips: Activity (1): Help your child
- Aim: Explain basic differences between the day and night skies.
- Subjects integration:
  English: Ask and answer questions about what you can see in the day
  Science: Describe objects in the night sky as seen with the naked eye and
- Life Skills: Differentiate between reality and imagination.






## 2 Look at the picture in activity (1) and draw the elements in the correct sky:

Both

Day sky

Night sky

and the ones that belong to the nigh sky. Also, draw his/her attention to the fact that some elements could be found in both skies.

Science: Use observation to classify elements in the correct sky.



# A hunter in the sky



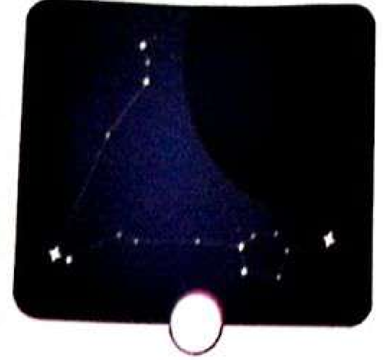
**Activity 1** Read the story "Orion the Hunter".

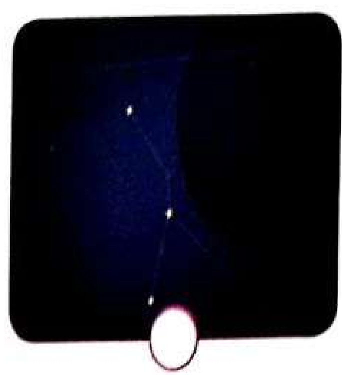


## Orion the Hunter

Orion's belt belonged to a hunter called Orion. He was a very good hunter. He used a bow and arrows to hunt and two dogs helped him hunt.

**Now use your imagination. Can you see the hunter in the sky Choose the correct picture.**







- **Parents' tips: Activity (1):** - Help your child read the story and pronounce u
  - Encourage your child to identify "Orion's Belt"
- **Aim:** Recognize Orion's Belt in the sky.
- **Subjects integration:**
  - **English:** Read the story, recognize and understand the purpose of the story.
  - **Science:** Use observations to describe patterns.
- **Life Skills:** Differentiate between reality and imagination.



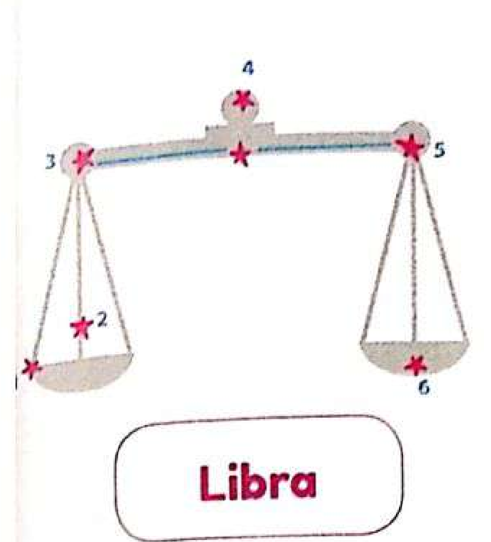


# Constellations

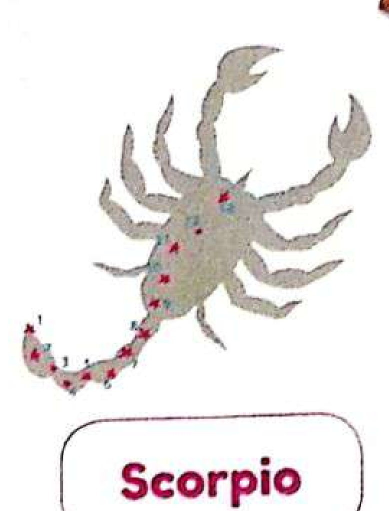





**Connect the dots to make the shape of the constellation:**



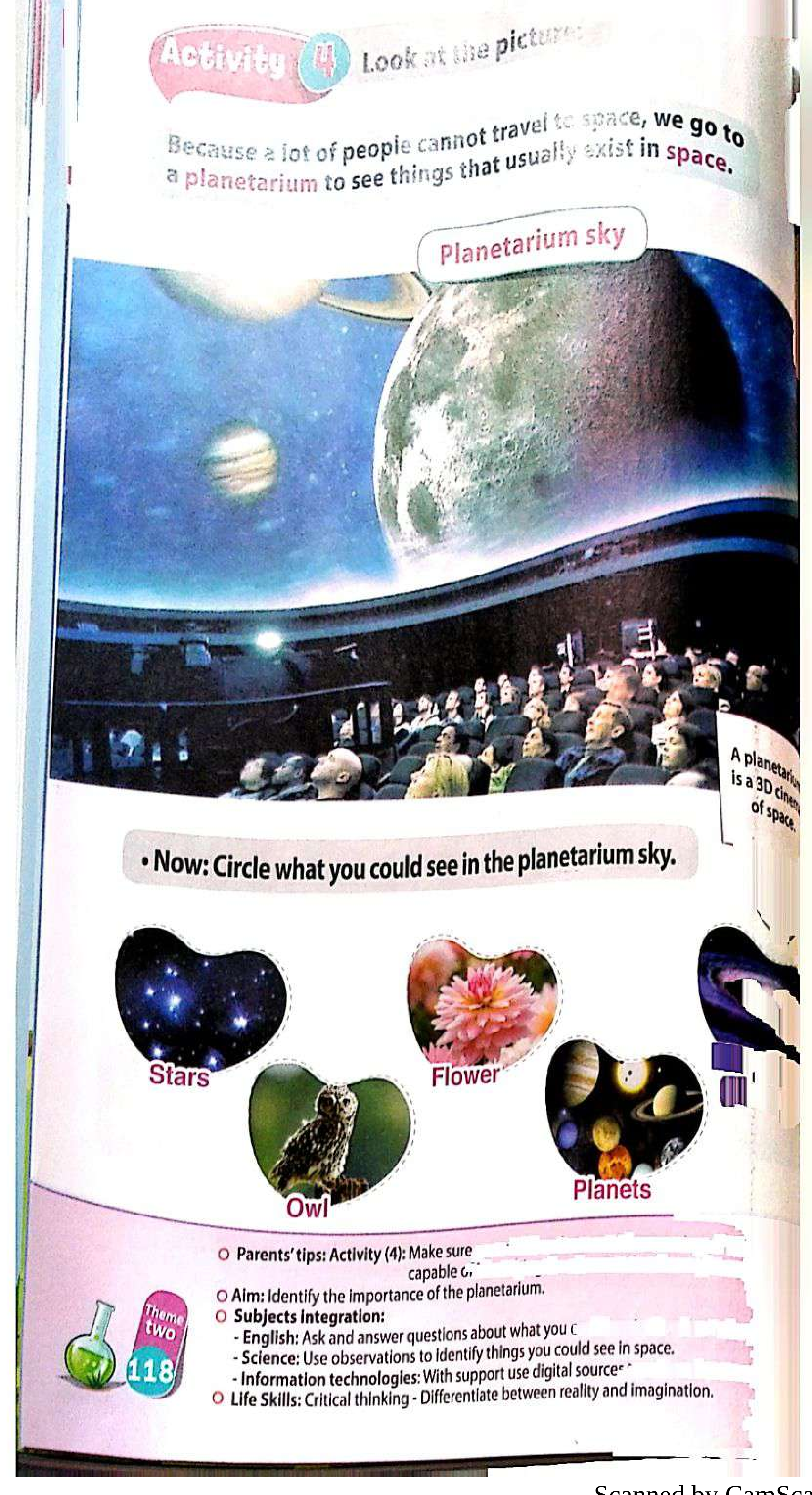

Libra



Scorpio



**Now, go out and look at the night sky. What shapes do you see? Draw them.**


Activity 4 Look at the picture
Because a lot of people cannot travel to space, we go to a planetarium to see things that usually exist in space.
Planetarium sky
A planetarium is a 3D cinema of space.
• Now: Circle what you could see in the planetarium sky.
Stars
Flower
Owl
Planets
Parents' tips: Activity (4): Make sure
capable o
Aim: Identify the importance of the planetarium.
Subjects Integration:
- English: Ask and answer questions about what you c
- Science: Use observations to identify things you could see in space.
- Information technologies: With support use digital sources
Life Skills: Critical thinking - Differentiate between reality and imagination.
Theme two
118



# When do stars rise?






**1** Order the following pictures:



Sunrise (1)



Stars appear ( )



Sunset ( )

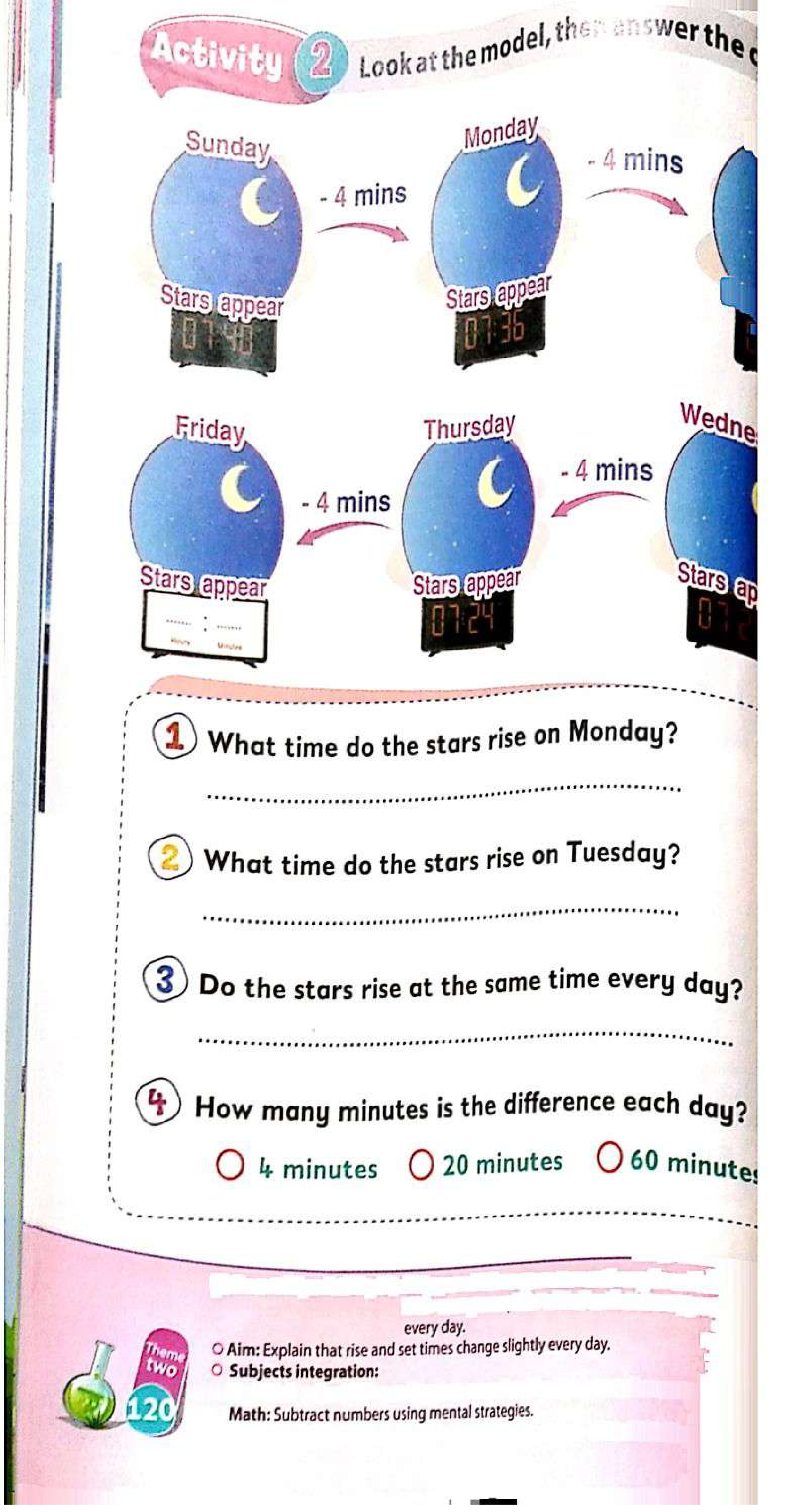


Stars disappear ( )

Draw your child's attention to how stars appear to rise and set each night. Ask him/her to notice the 4 stages represented in the pictures.

- English: Arrange events sequentially and use temporal words to signal event order.
- Science: Use observations to describe patterns.
- : Differentiate between reality and imagination - Critical thinking.






1. What time do the stars rise on Monday?

.......................................................................

2. What time do the stars rise on Tuesday?

.......................................................................

3. Do the stars rise at the same time every day?

.......................................................................

4. How many minutes is the difference each day?

◯ 4 minutes ◯ 20 minutes ◯ 60 minutes

every day.

- **Aim:** Explain that rise and set times change slightly every day.
- **Subjects integration:**

**Math:** Subtract numbers using mental strategies.



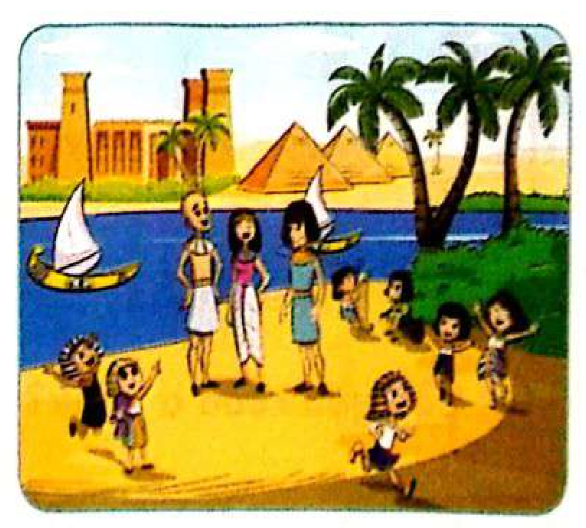
This is the constellation of the Big Dog also named "Canis Major". This is one of the two dogs that hunts with Orion the hunter.



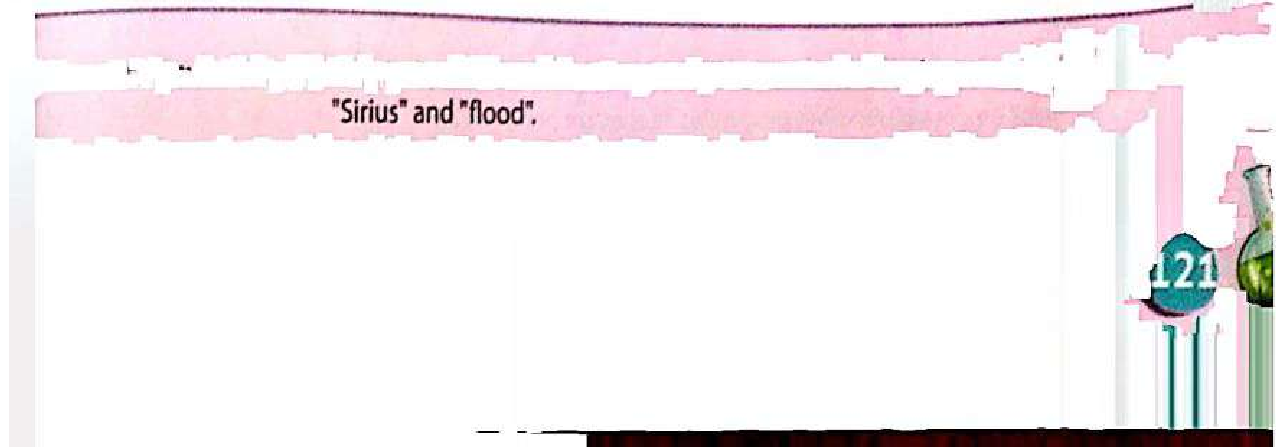
Sirius is a very special star. It is the brightest star in the constellation of the "Big Dog".



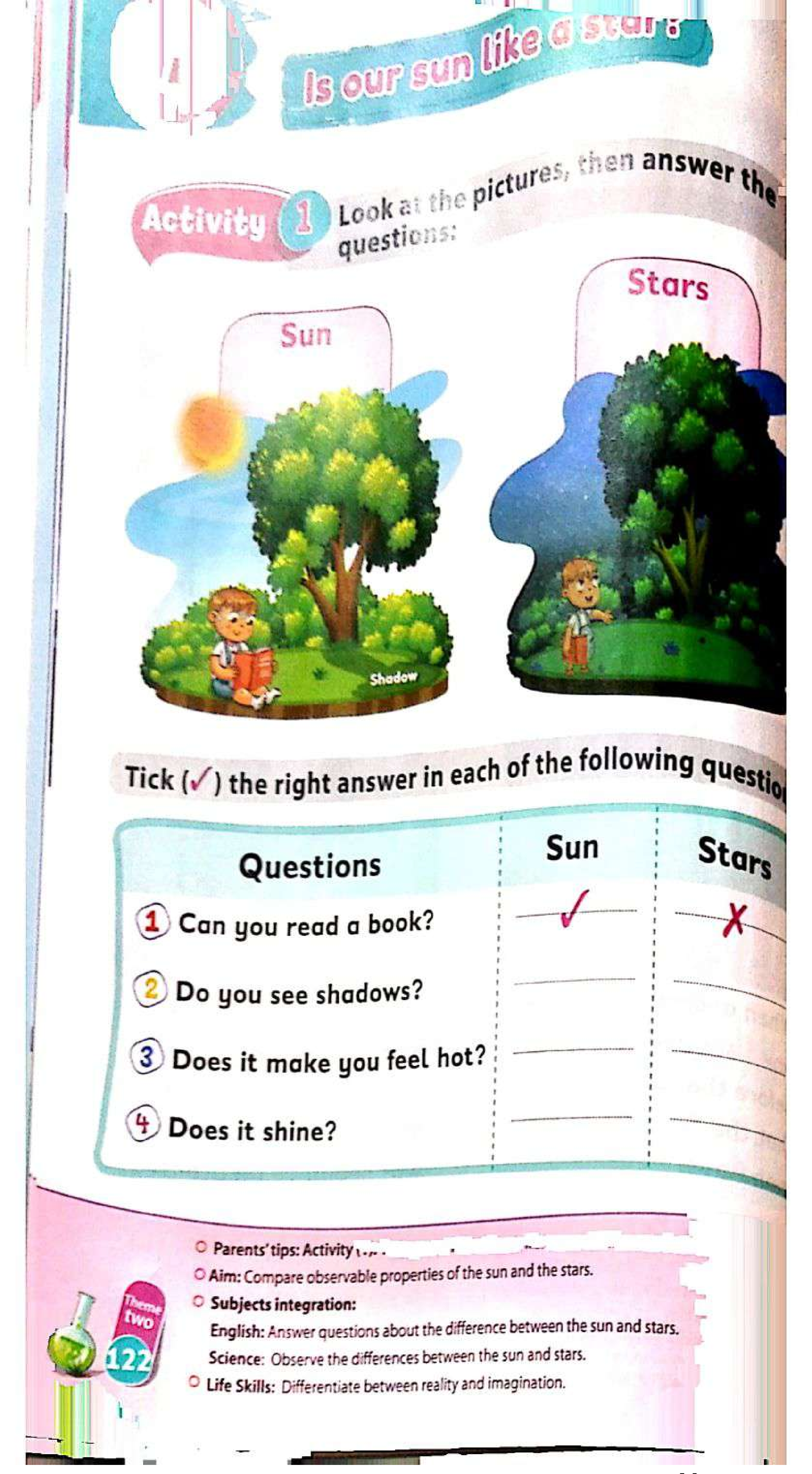
When ancient Egyptians saw Sirius rising just before the sun, they knew that the Nile River would soon flood.



They had a festival to mark the season called "Wafaa El-Nil". They were happy because their land was ready to be planted.



"Sirius" and "flood".



# Is our sun like a star?

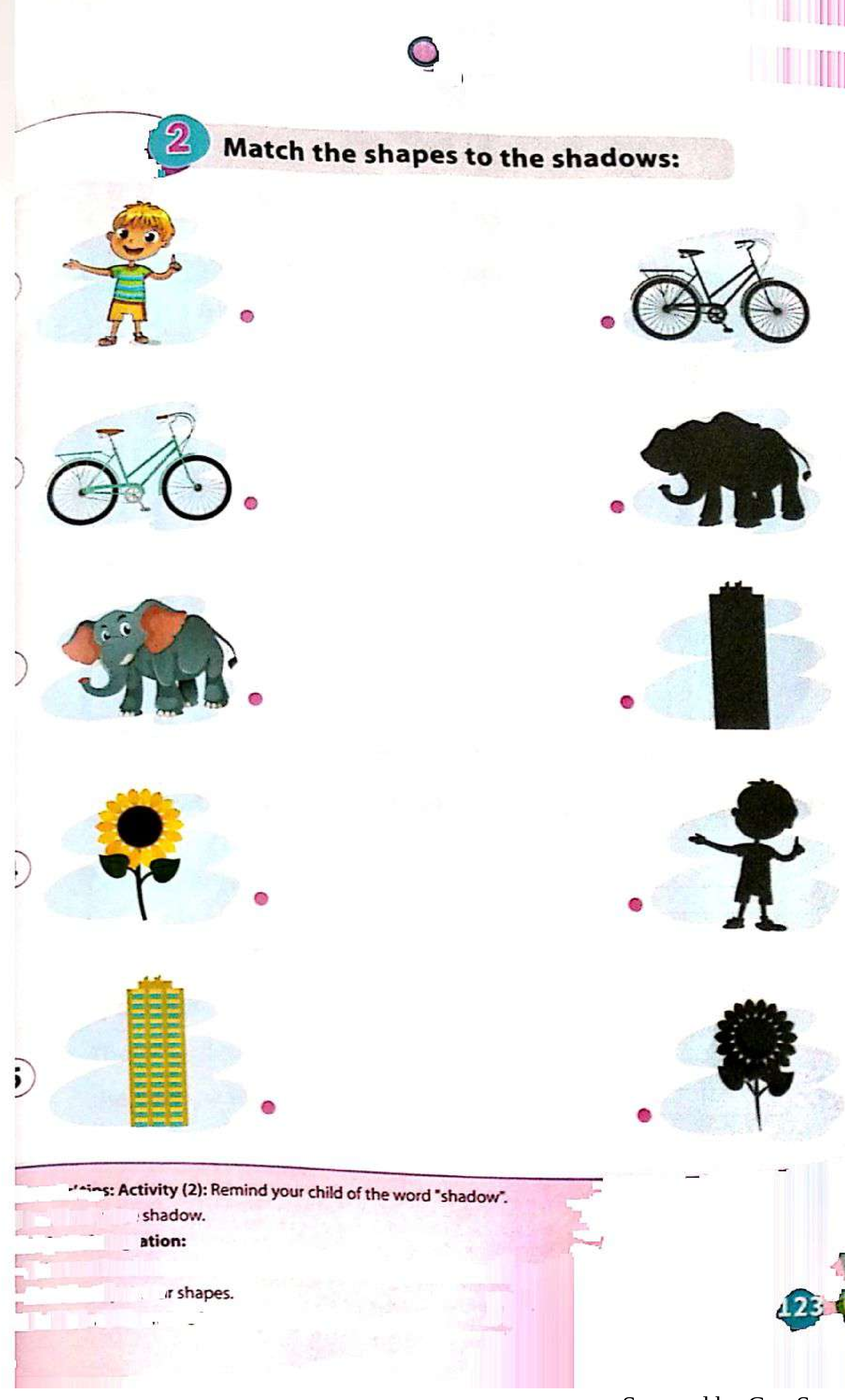
**Activity 1** Look at the pictures, then answer the questions:

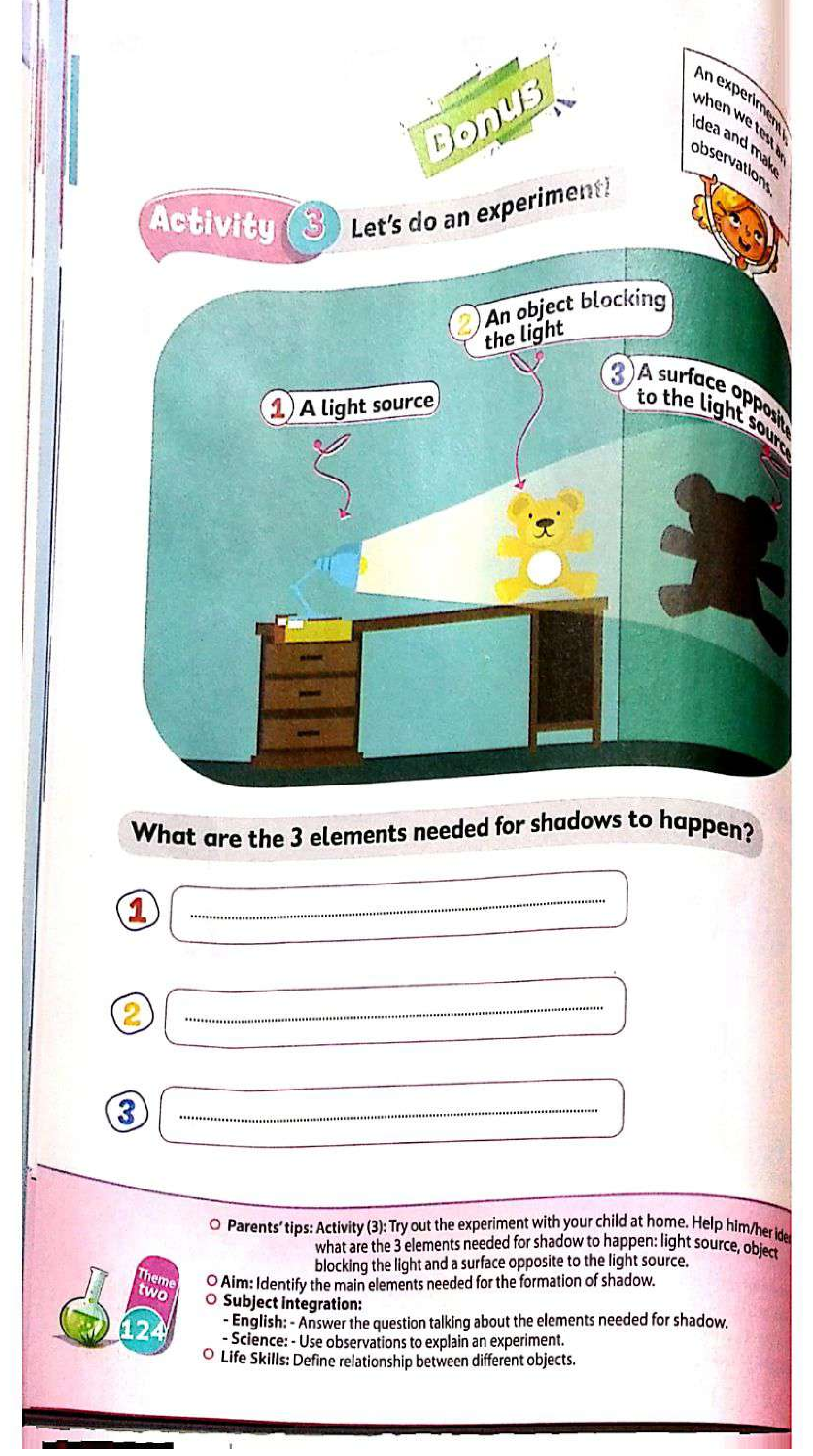


Tick (✓) the right answer in each of the following questio

| Questions | Sun | Stars |
|---|---|---|
| 1 Can you read a book? | ✓ | ✗ |
| 2 Do you see shadows? | | |
| 3 Does it make you feel hot? | | |
| 4 Does it shine? | | |

- Parents' tips: Activity (...
- Aim: Compare observable properties of the sun and the stars.
- Subjects integration:
  - English: Answer questions about the difference between the sun and stars.
  - Science: Observe the differences between the sun and stars.
- Life Skills: Differentiate between reality and imagination.


2
Match the shapes to the shadows:
: Activity (2): Remind your child of the word "shadow".
shadow.
ation:
r shapes.
123



Bonus

An experiment is when we test an idea and make observations.

## Activity 3 Let's do an experiment!



**What are the 3 elements needed for shadows to happen?**

1. ..............................................................................

2. ..............................................................................

3. ..............................................................................

- **Parents' tips:** Activity (3): Try out the experiment with your child at home. Help him/her ide what are the 3 elements needed for shadow to happen: light source, object blocking the light and a surface opposite to the light source.
- **Aim:** Identify the main elements needed for the formation of shadow.
- **Subject integration:**
  - **English:** - Answer the question talking about the elements needed for shadow.
  - **Science:** - Use observations to explain an experiment.
- **Life Skills:** Define relationship between different objects.



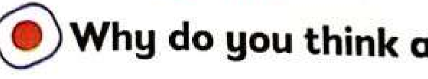



## 4 Let's do an experiment!



When the object is behind the light source, do you see a shadow?

 Yes  No

 Why do you think about that?

..........................................................................................

**Note:**

The object must be between the light source and the surface for a shadow to appear.

between the light source and surface.

**integration:**

**Science:** Use observations to explain an experiment.
**Skills:** Define the relationship between different objects.





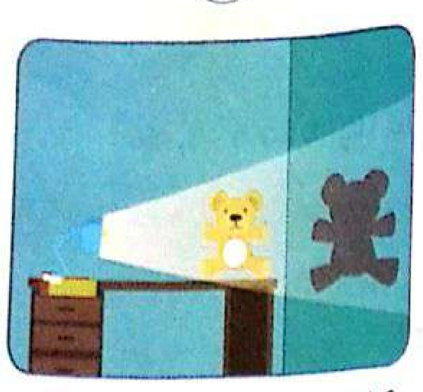

Tick (✓) what you learned:



A constellation is a group of stars that makes a shape.



A planetarium is a 3D cinema of space.

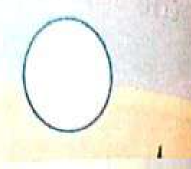


The 3 elements you need for shadow are:

1- a light source.
2- an object blocking the light
3- a surface opposite to the light source.

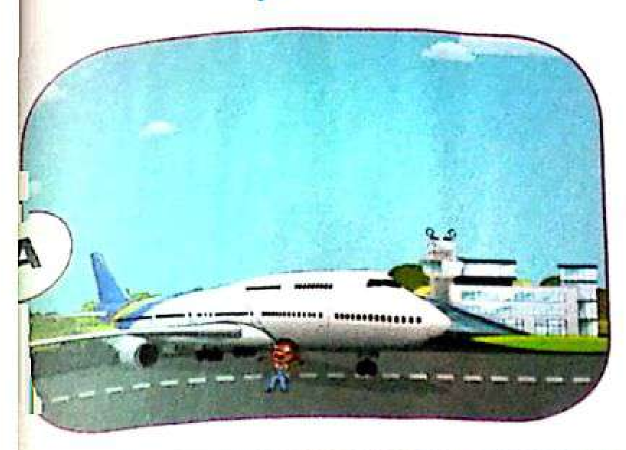


Stars don't cast shadows, b[...] the sun does. A shadow is a dark space where the path [...] light is blocked by an objec[...]






1 Let's do an experiment:



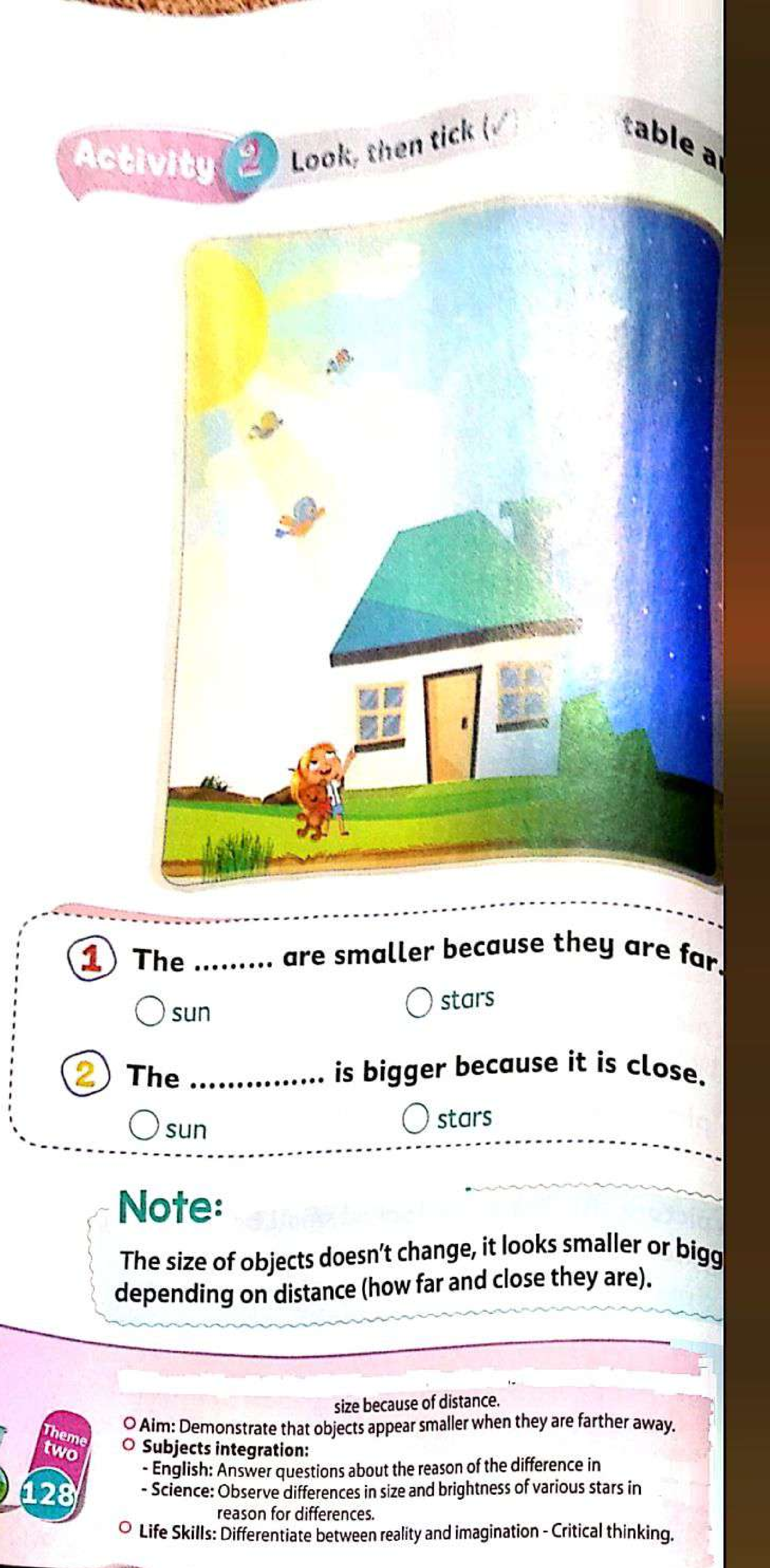




...ook, then tick (✓) the correct answer:

1. In picture A : The plane is ........... .
   - ◯ big
   - ◯ small
2. In picture A : The boy is standing ........... .
   - ◯ close to the plane
   - ◯ far away from the plane
3. In picture B : The plane is ........... .
   - ◯ big
   - ◯ small
4. In picture B : The boy is standing ........... .
   - ◯ close to the plane
   - ◯ far away from the plane
5. In picture (B): The plane looked small because the boy was standing ........... .
   - ◯ close to the plane
   - ◯ far away from the plane

## Activity 2 Look, then tick (✓) ... table a...



1. The ......... are smaller because they are far.

   ◯ sun ◯ stars

2. The .............. is bigger because it is close.

   ◯ sun ◯ stars

**Note:**

The size of objects doesn't change, it looks smaller or bigg... depending on distance (how far and close they are).

size because of distance.

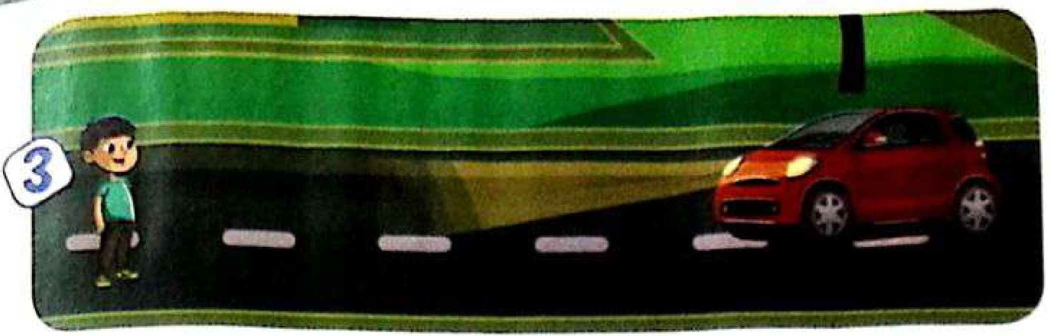
- **Aim:** Demonstrate that objects appear smaller when they are farther away.
- **Subjects integration:**
  - **English:** Answer questions about the reason of the difference in
  - **Science:** Observe differences in size and brightness of various stars in reason for differences.
- **Life Skills:** Differentiate between reality and imagination - Critical thinking.




## 1 Let's do an experiment! "Brighter and Dimmer":






Tick (✓) for your observation:

| | Strong | Medium | Weak (dimmer) |
|---|---|---|---|
| 1 The light in picture 1 is | | | |
| 2 The light in picture 2 is | | | |
| 3 The light in picture 3 is | | | |

**Note:**
The light looks dimmer (weaker) when it is far like the stars and strong when it is close like the sun.






Read and complete b... the given wo...



1

This is space.
The dots and the shapes you see are not stars. They are galaxies.



Each galaxy contains many stars.
We live in a galaxy called the Milky Way galaxy.





A galaxy is where the sun, planets ... moons exist.



- Parents' tips: Activity (2 ...
  ... Milky Way, then complete the sentences.
- Aim: Identify galaxy as being made up of stars.
  - Identify that the telescope is a tool for learning about space.
  - Identify that an astronomer is a scientist of space.





A galaxy is far away, so we use a telescope to see the stars, planets and the objects in the sky.

4



An astronomer helps us understand the pictures from the telescope.

5

omplete by using the words:

( astronomer - galaxy - Milky Way - telescope )

1. A ........... is where stars, planets and moons exist.
2. Our galaxy is called ................. galaxy.
3. We use a ........... to see stars and planets far away.
4. An ........... helps us understand the pictures from the telescope.





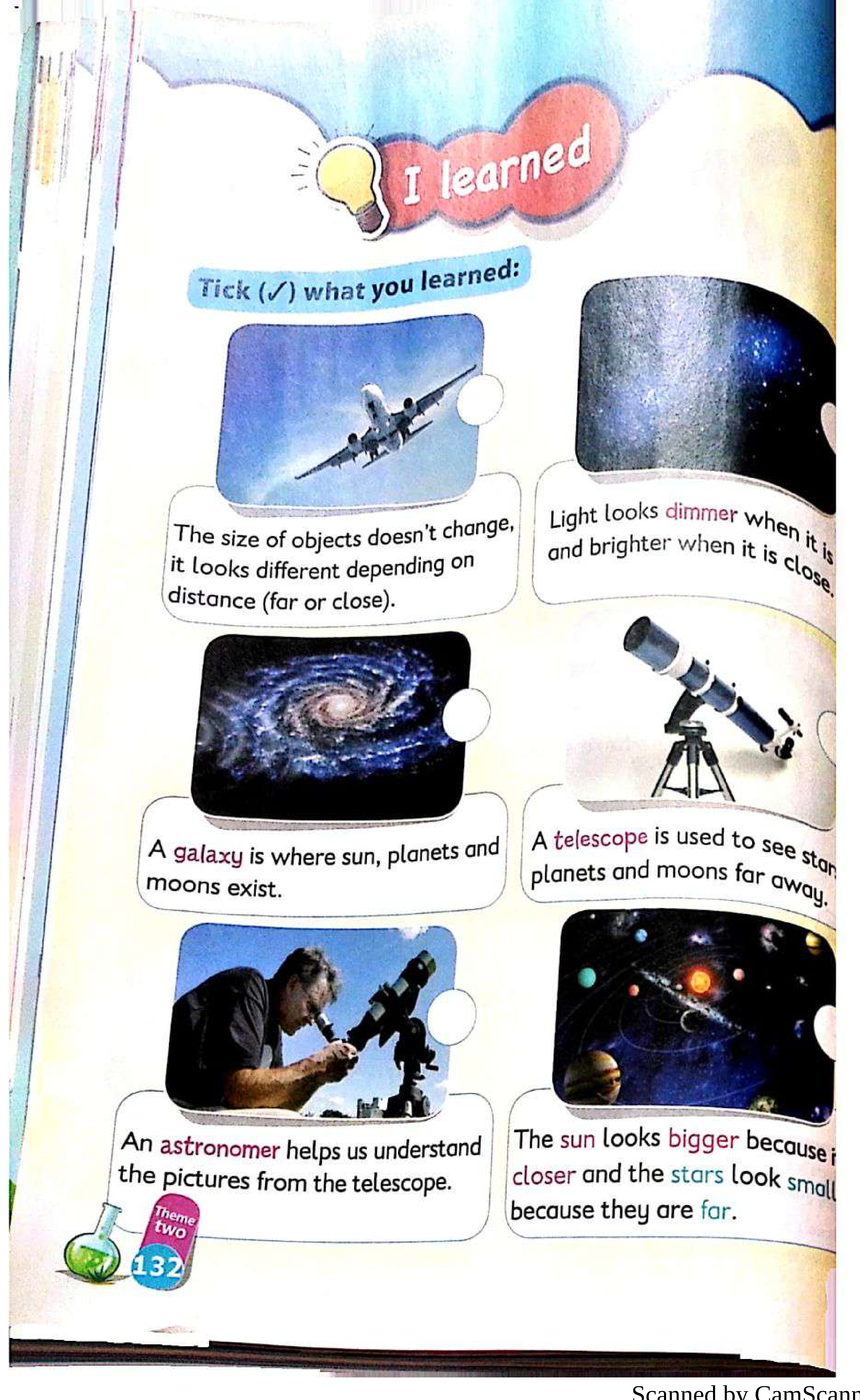
jects integration:

... ad texts, recognizing and understanding the purpose of each text.

... Communicate with others using information about galaxies.

... l listening - Critical thinking.





# I learned

**Tick (✓) what you learned:**

The size of objects doesn't change, it looks different depending on distance (far or close).

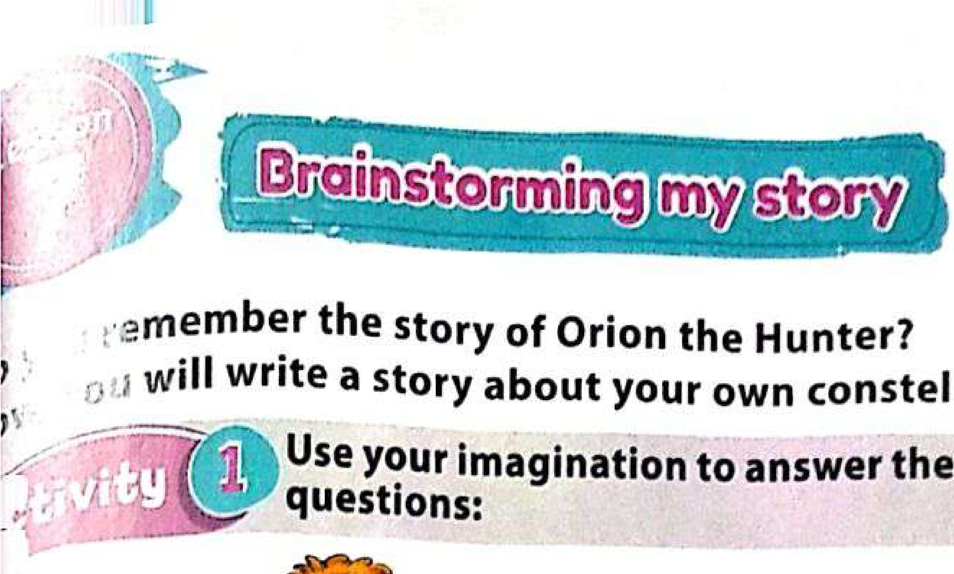
Light looks dimmer when it is and brighter when it is close.

A galaxy is where sun, planets and moons exist.

A telescope is used to see star planets and moons far away.

An astronomer helps us understand the pictures from the telescope.

The sun looks bigger because i closer and the stars look small because they are far.



# Brainstorming my story

…emember the story of Orion the Hunter?
…ou will write a story about your own constellation.

**…tivity 1** Use your imagination to answer the following questions:

**…ginning**

Who will be in your story?
..............................................

Where do they live?
..............................................

What will your character from the constellation look like?
..............................................

**Middle**

Why is the character good?
..............................................

Can we see the characters in the night sky?
..............................................

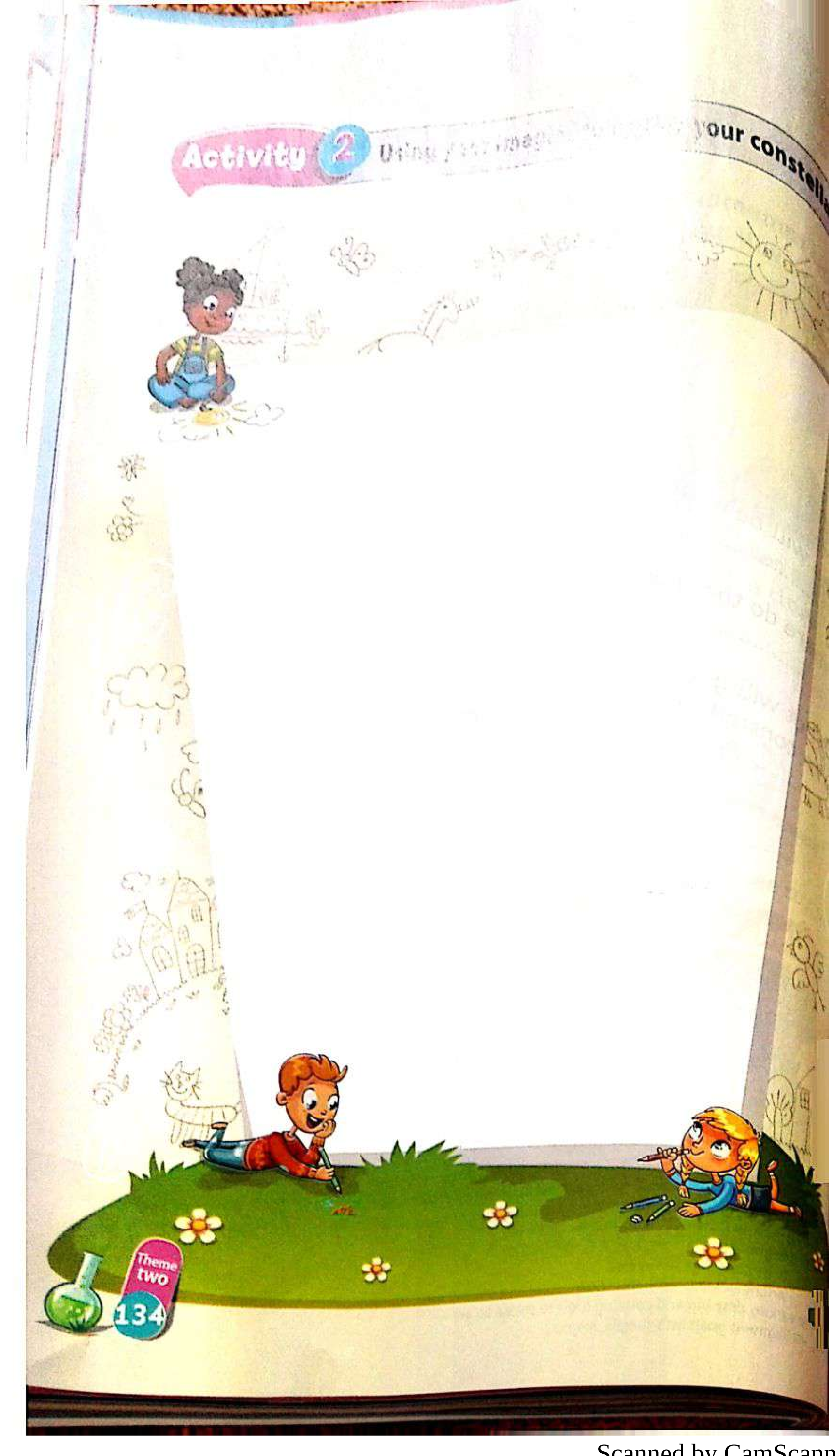
**End**

When does your constellation appear in the sky?
..............................................

What do we learn from the character?
..............................................

…rents' tips: Activity (1): Explain to your child that in the past people made stories about constellations in the sky.
Encourage your child to use his/her imagination to create his/her own story.
…m: Write a story with a beginning , middle and end.
…ubjects integration:
English: - Write complete sentences.
- Arrange events sequentially in a story and use temporal words to signal event order.
Art: Use various drawing and coloring tools to create an art.
Skills: Segment goals into specific steps.




Activity 2
your constella
Theme two
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# Our constellation

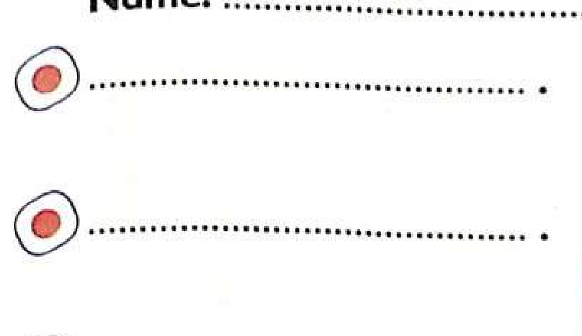


Complete your story tasks:

## My Teamwork

- Our team decided who will do each task.

- Who is responsible for art?
  Name: ........................................................
- Who is responsible for information?
  Name: ........................................................
- Who is responsible for revising the text?
  Name: ........................................................

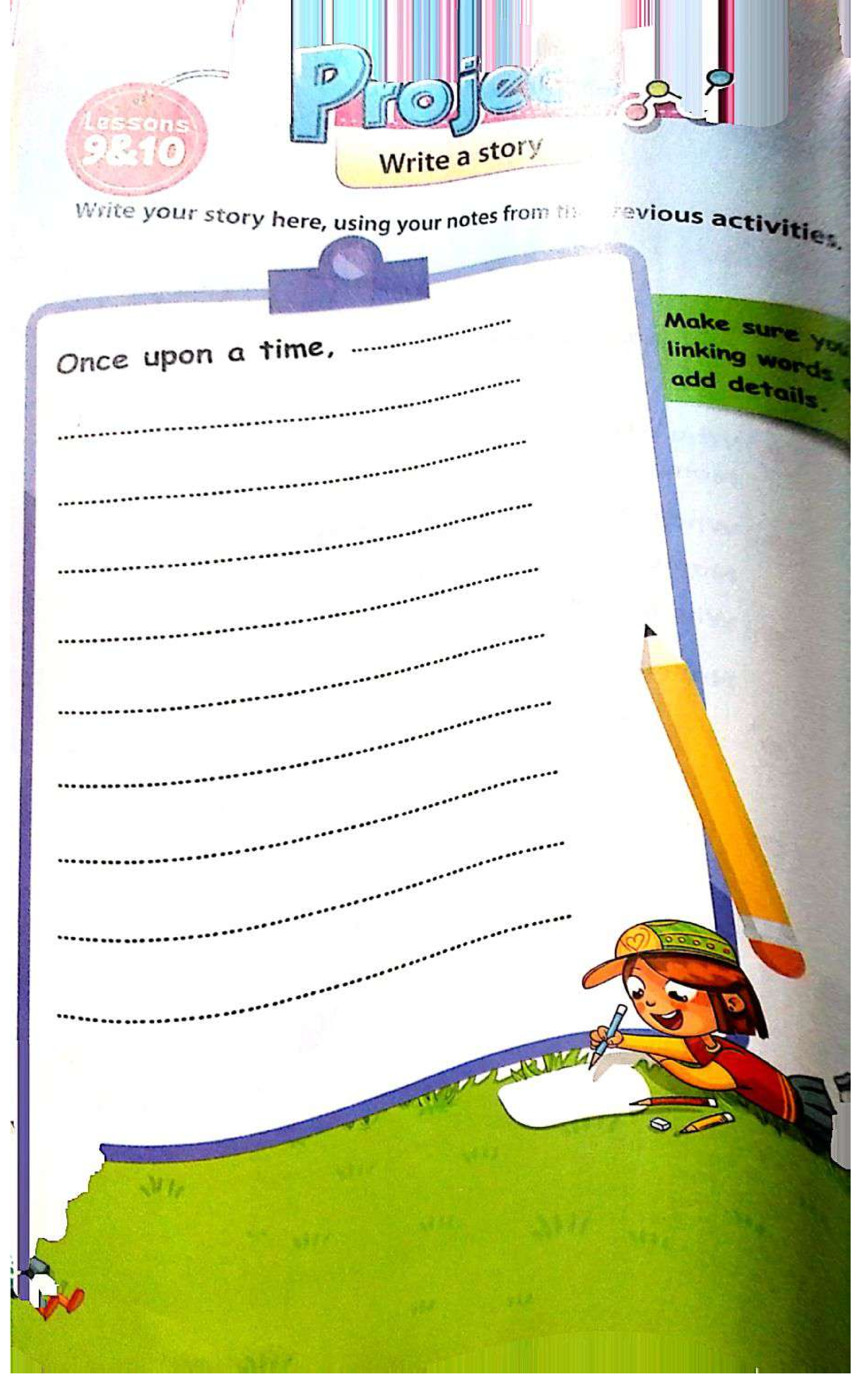


- ........................................... .
- ........................................... .
- ........................................... .



ents' tips: Activity: Help your child choose his/her team and who will do each task to complete the story.
: Work cooperatively in groups.
jects integration:
glish: Write complete sentences.
cational fields: Work cooperatively with another student to accomplish a task.
Skills: Setting clear goals.




Lessons 9&10
Projec
Write a story
Write your story here, using your notes from th revious activities.
Once upon a time,
Make sure you linking words add details.




**Tick (✓) the elements you have in your story:**

| | |
|---|---|
| I had a picture of my constellation. | |
| I had a name for my constellation. | |
| I had a character for my constellation. | |
| I said why my character was important. | |
| I said where the characters lived. | |
| I said when the constellation appeared. | |
| I said what we learned from the character. | |

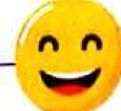
**Tick (✓) how well you did.**



**My story still needs work.** ☐

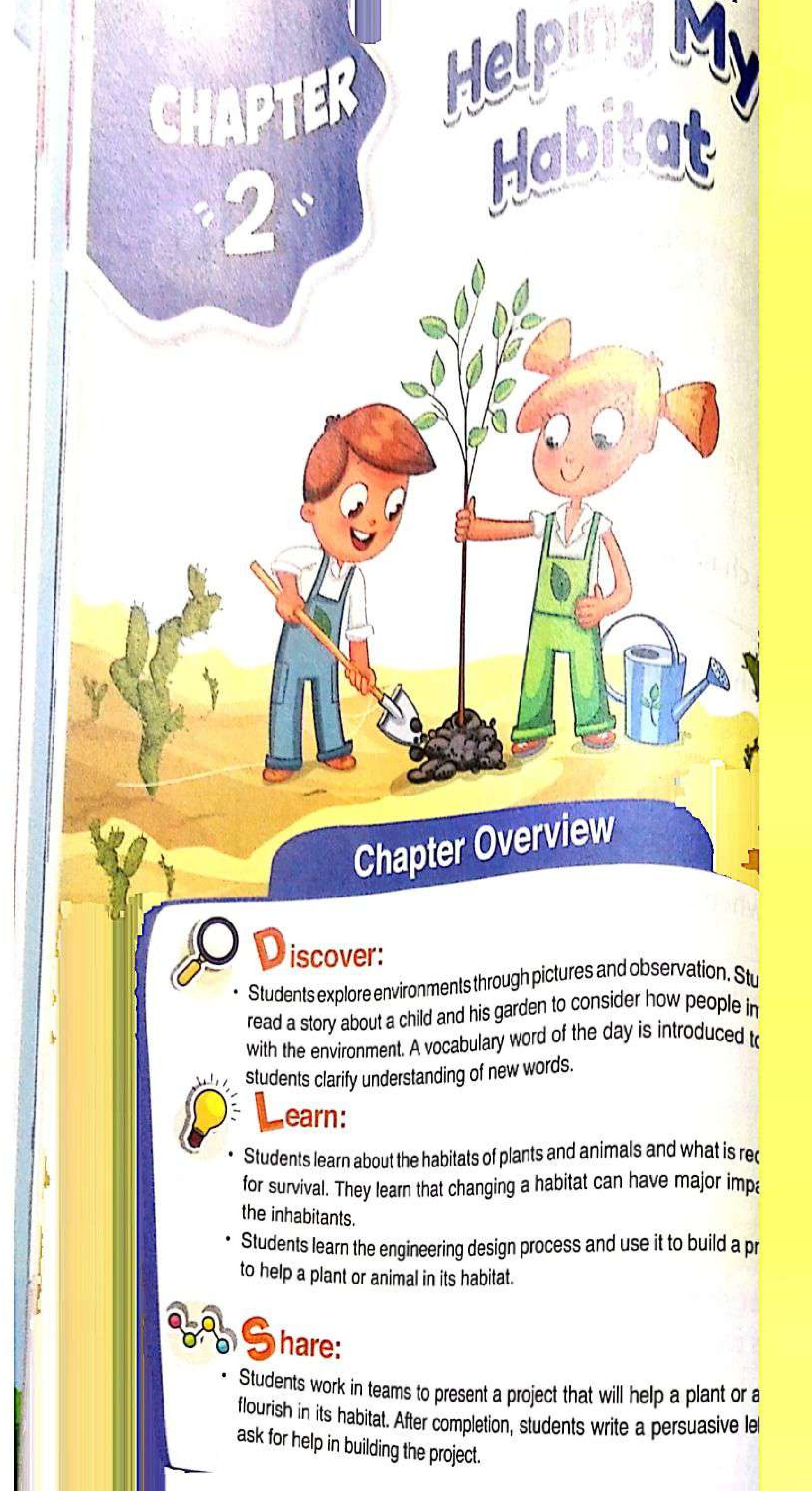


**My story is good.** ☐



**My story is excellent.** ☐





CHAPTER 2

# Helping My Habitat

## Chapter Overview

### Discover:

- Students explore environments through pictures and observation. Stu read a story about a child and his garden to consider how people in with the environment. A vocabulary word of the day is introduced to students clarify understanding of new words.

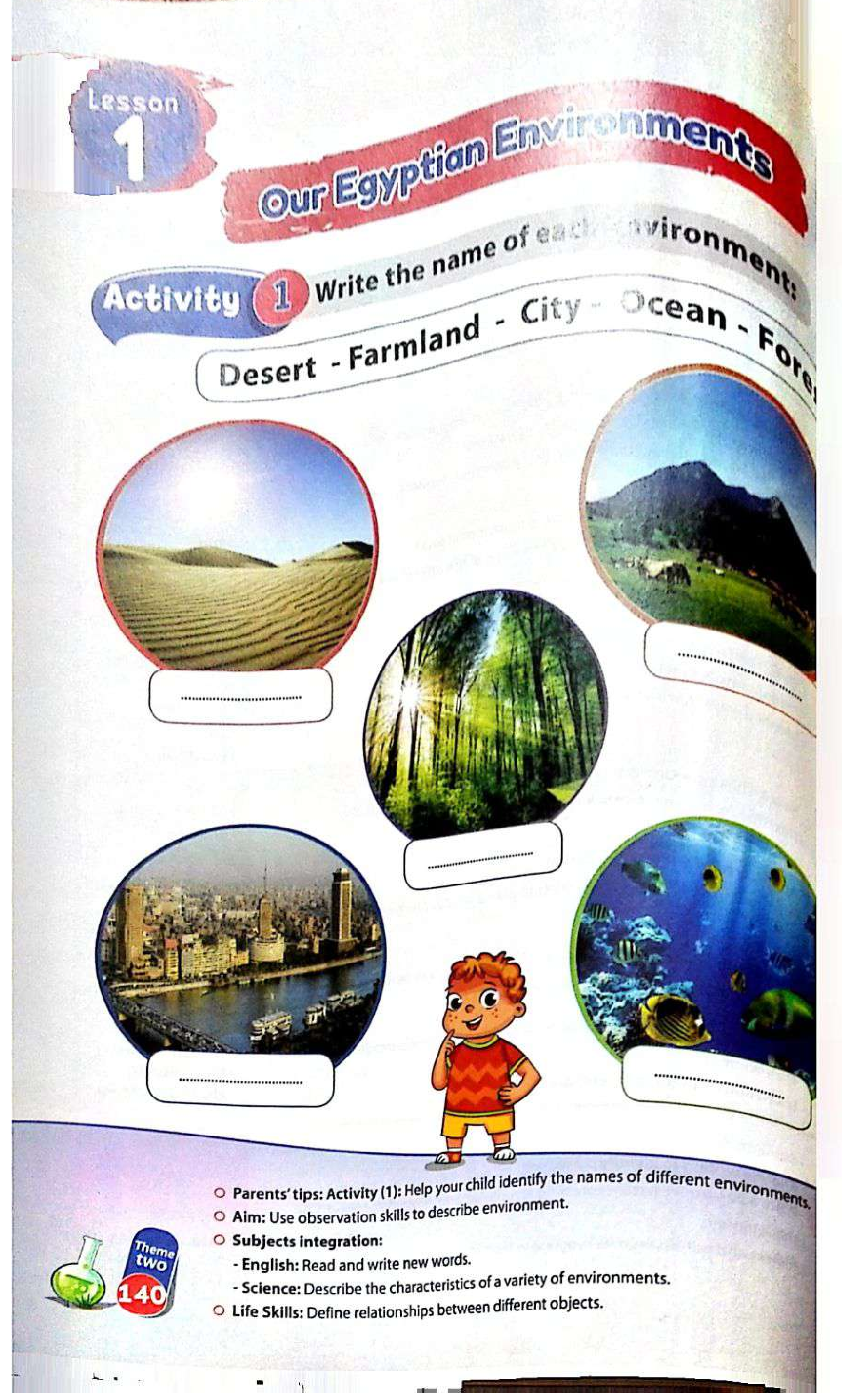
### Learn:

- Students learn about the habitats of plants and animals and what is rec for survival. They learn that changing a habitat can have major impa the inhabitants.
- Students learn the engineering design process and use it to build a pr to help a plant or animal in its habitat.

### Share:

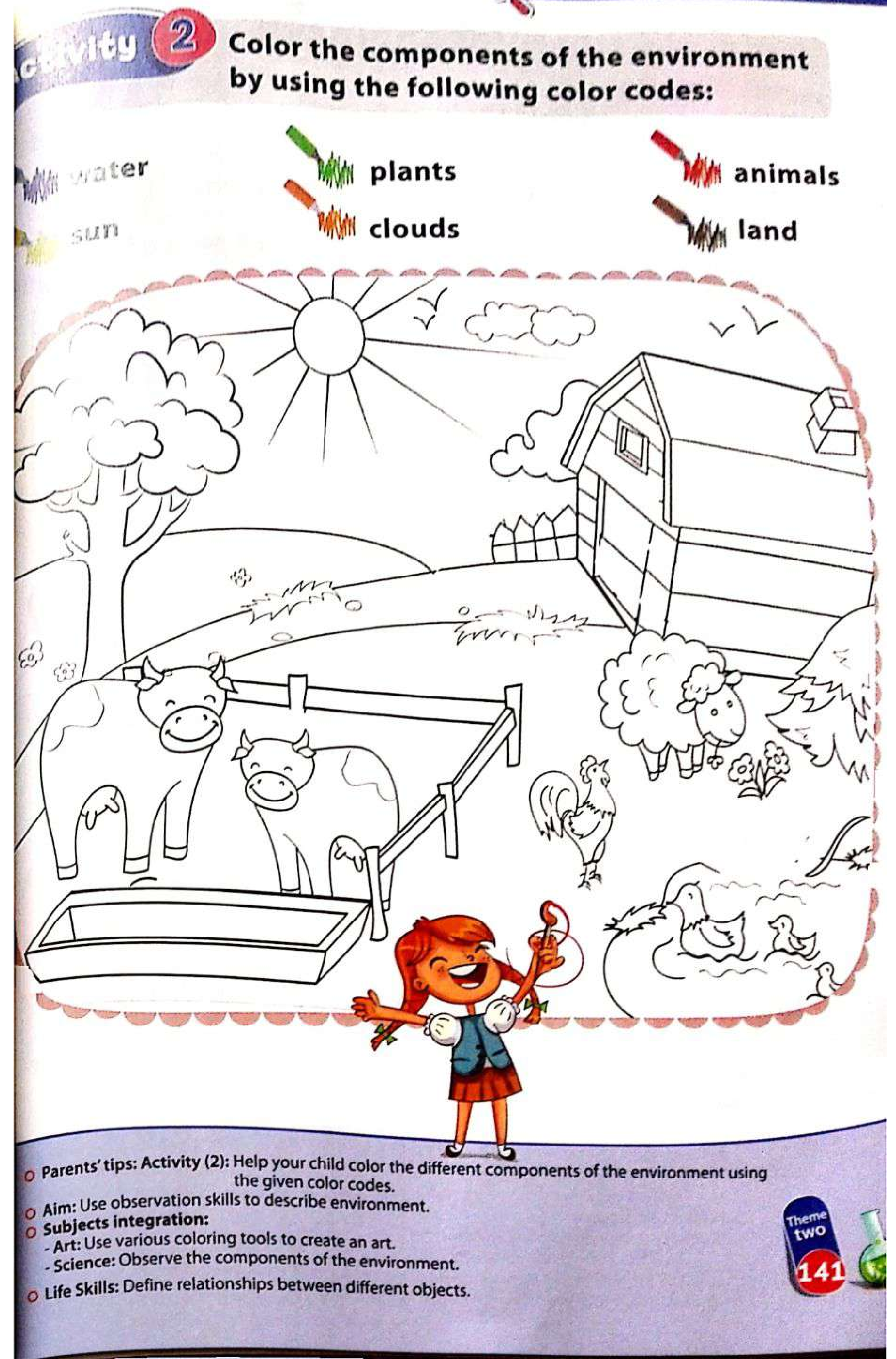
- Students work in teams to present a project that will help a plant or a flourish in its habitat. After completion, students write a persuasive le ask for help in building the project.

| | Instructional Focus | Key Vo |
|---|---|---|
| | • Students will:<br>- ... observation skills to describe environments.<br>- ...fine, illustrate, and use new vocabulary in a sentence.<br>- ...rn about the Share project for "Helping My Habitat". | - Environment. |
| 2 | - Infer meaning within a story.<br>- Provide evidence for inference.<br>- Explore the school environment. | - Environment.<br>- Infer. |
| | • Students will:<br>- Record observations of different habitats, including similarities and differences.<br>- Describe characteristics of a variety of habitats.<br>- Describe some living things that live in different habitats. | - Habitat.<br>- Observations. |
| | - Research the natural environment of a plant or animal.<br>- Record information learned and the source of the information. | - Dove.<br>- Egret.<br>- Habitat.<br>- Goose/Geese. |
| 5 | - Describe Egypt using a satellite image.<br>- Explain impact on living things when environments change.<br>- Identify ways in which people can influence local environments. | - Aswan High Dam.<br>- Dam.<br>- Pollution.<br>- Satellite.<br>- Steward. |
| 6 | - Research ways to attract wildlife.<br>- Describe how characters in a story respond to challenges. | - Attract.<br>- Wildlife. |
| 7 | - Apply steps of engineering design.<br>- Use the engineering design process to plan a product to help the environment. | - Engineering design process (EDP).<br>- Process.<br>- Recyclable.<br>- Product. |
| 8 | - Use the engineering design process to build a product to help the environment.<br>- Collaborate respectfully to complete a task. | - Cooperate.<br>- Participate. |
| 9 | - Use the engineering design process to test and improve a product to help the environment.<br>- Listen and respond to others' ideas. | - Measurement.<br>- Engineering desing process. |
| | • Students will:<br>- Analyze writing to identify persuasion.<br>- Write a persuasive letter expressing an opinion and supplying reasons for that opinion.<br>- Reflect and self-assess own progress in learning. | |

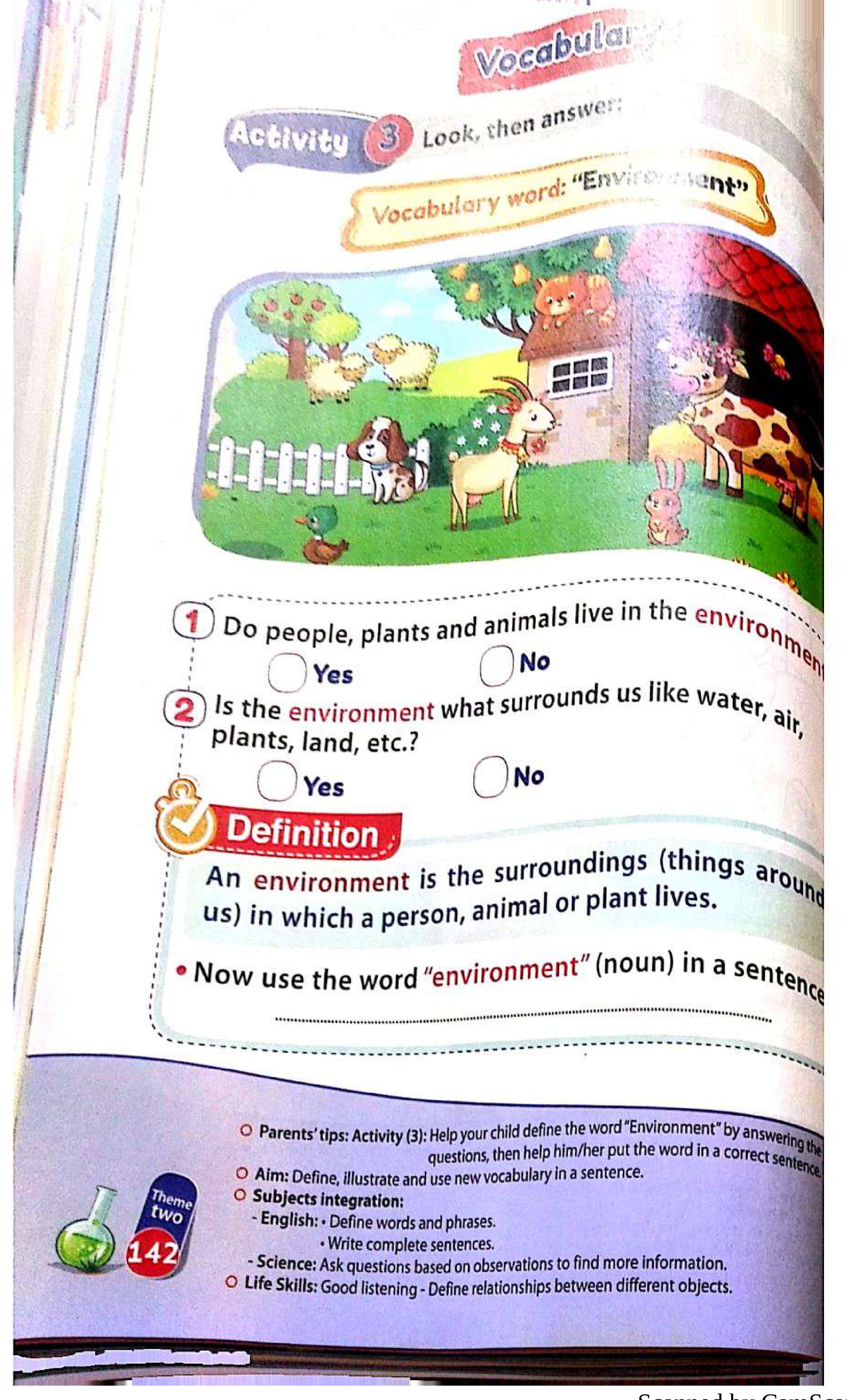

Lesson 1
Our Egyptian Environments
Activity 1 Write the name of each environment:
Desert - Farmland - City - Ocean - Fore
Parents' tips: Activity (1): Help your child identify the names of different environments.
Aim: Use observation skills to describe environment.
Subjects integration:
- English: Read and write new words.
- Science: Describe the characteristics of a variety of environments.
Life Skills: Define relationships between different objects.
Theme two
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## Activity 2

**Color the components of the environment by using the following color codes:**




- **Parents' tips: Activity (2):** Help your child color the different components of the environment using the given color codes.
- **Aim:** Use observation skills to describe environment.
- **Subjects integration:**
  - **Art:** Use various coloring tools to create an art.
  - **Science:** Observe the components of the environment.
- **Life Skills:** Define relationships between different objects.



## Vocabular

**Activity 3** Look, then answer:

Vocabulary word: "Envir ent"

1. Do people, plants and animals live in the environment?

   ◯ Yes  ◯ No

2. Is the environment what surrounds us like water, air, plants, land, etc.?

   ◯ Yes  ◯ No

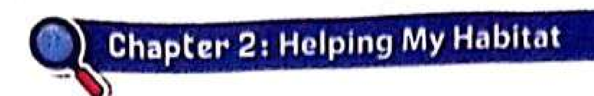
### Definition

An environment is the surroundings (things around us) in which a person, animal or plant lives.

- Now use the word "environment" (noun) in a sentence

........................................................................................

- **Parents' tips: Activity (3):** Help your child define the word "Environment" by answering the questions, then help him/her put the word in a correct sentence.
- **Aim:** Define, illustrate and use new vocabulary in a sentence.
- **Subjects integration:**
  - **English:** • Define words and phrases.
    • Write complete sentences.
  - **Science:** Ask questions based on observations to find more information.
- **Life Skills:** Good listening - Define relationships between different objects.







Look around you. Draw things from your environment in the correct place.

# My Environment

als/ fish /birds

Plants

al Objects

Human-made Objects

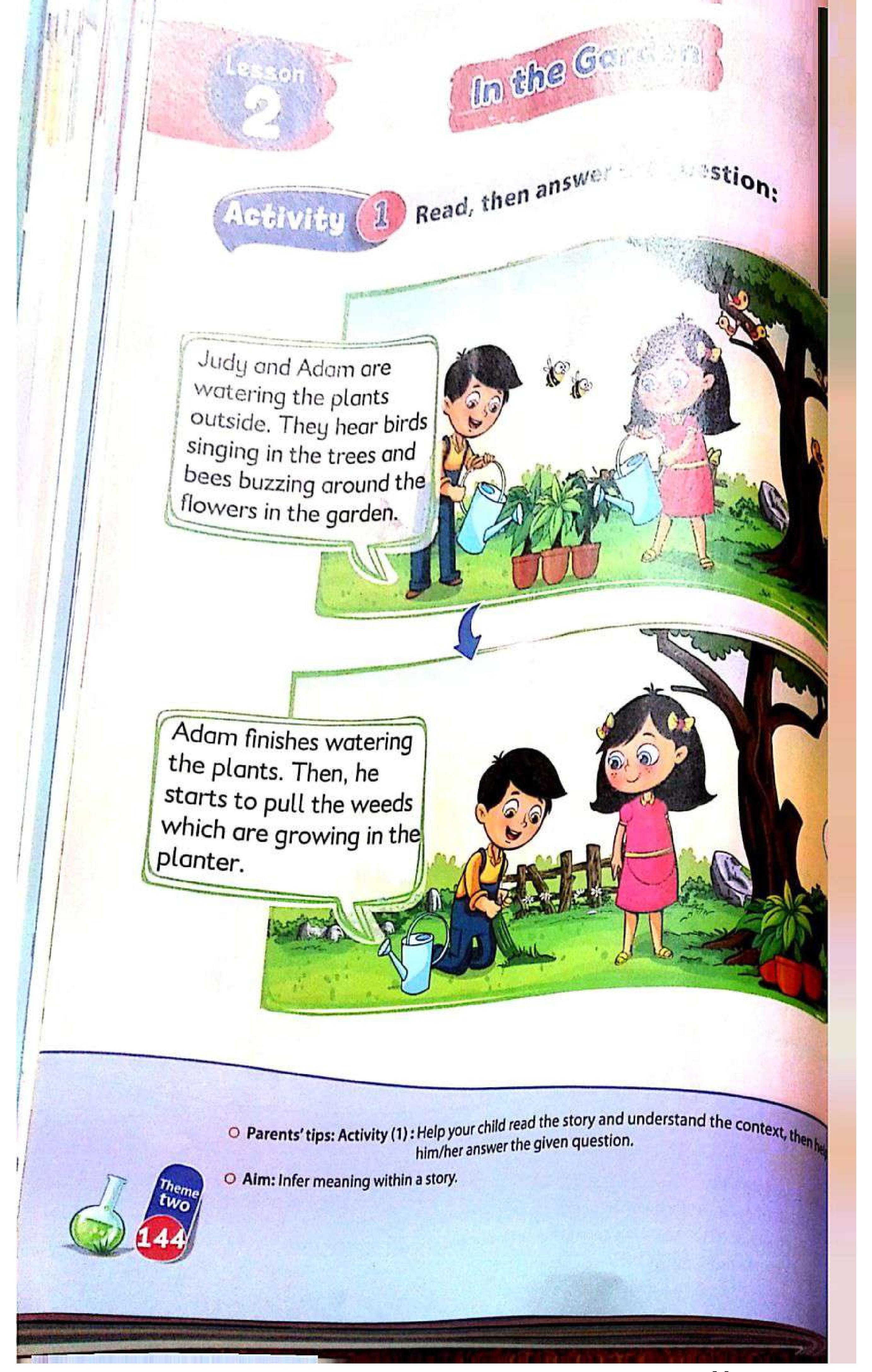
**Parents' tips: Activity (4):** Help your child draw things he/she can see in the surrounding environment.

**Aim:** Use observation skills to describe environment.

**Subjects integration:**

- **Art:** Use drawing and coloring tools to create an art.
- **Science:** Make observations of natural and human-made objects in your environment.

**Life Skills:** Define relationships between different objects.



Lesson 2

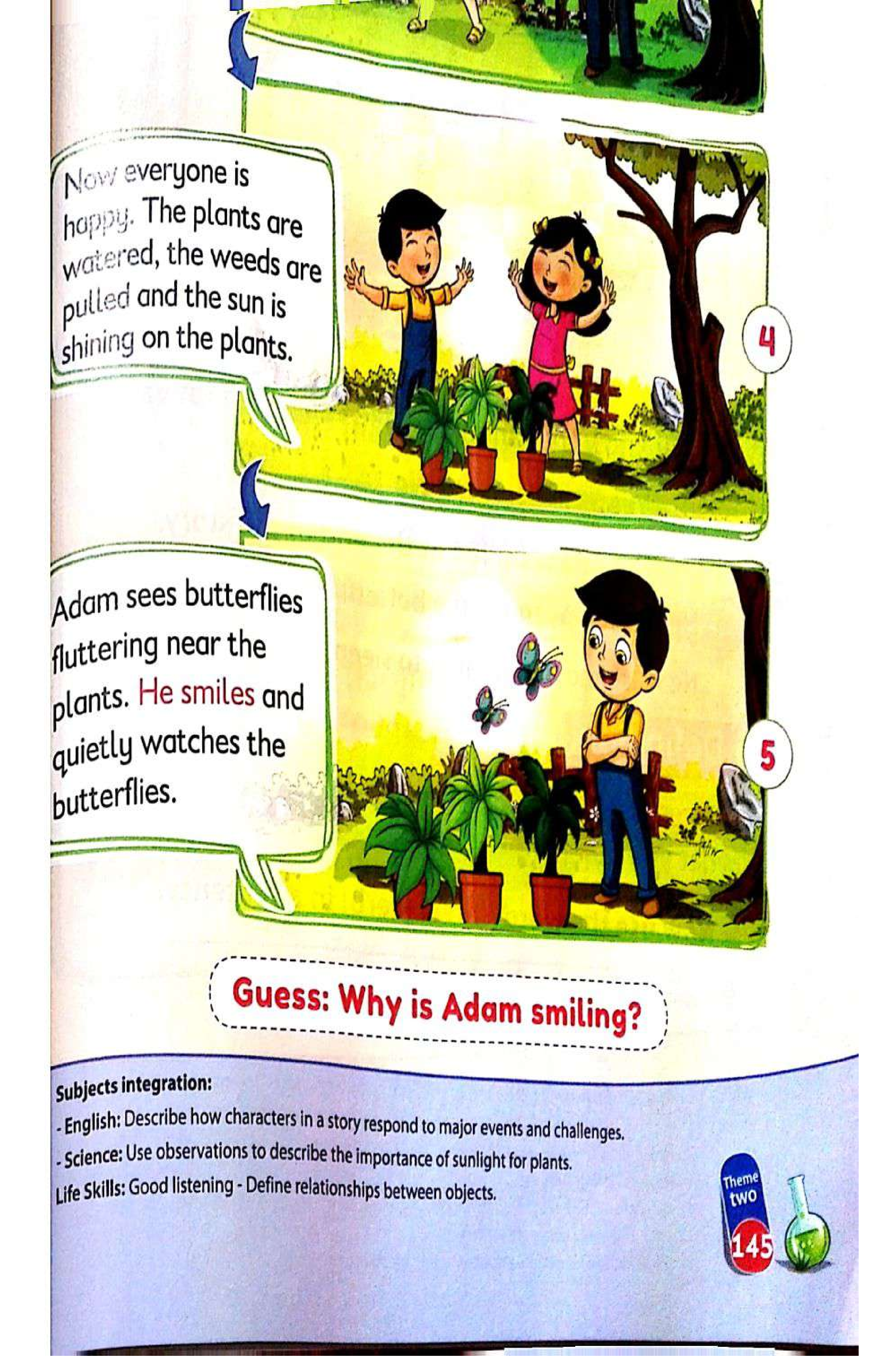
# In the Gar

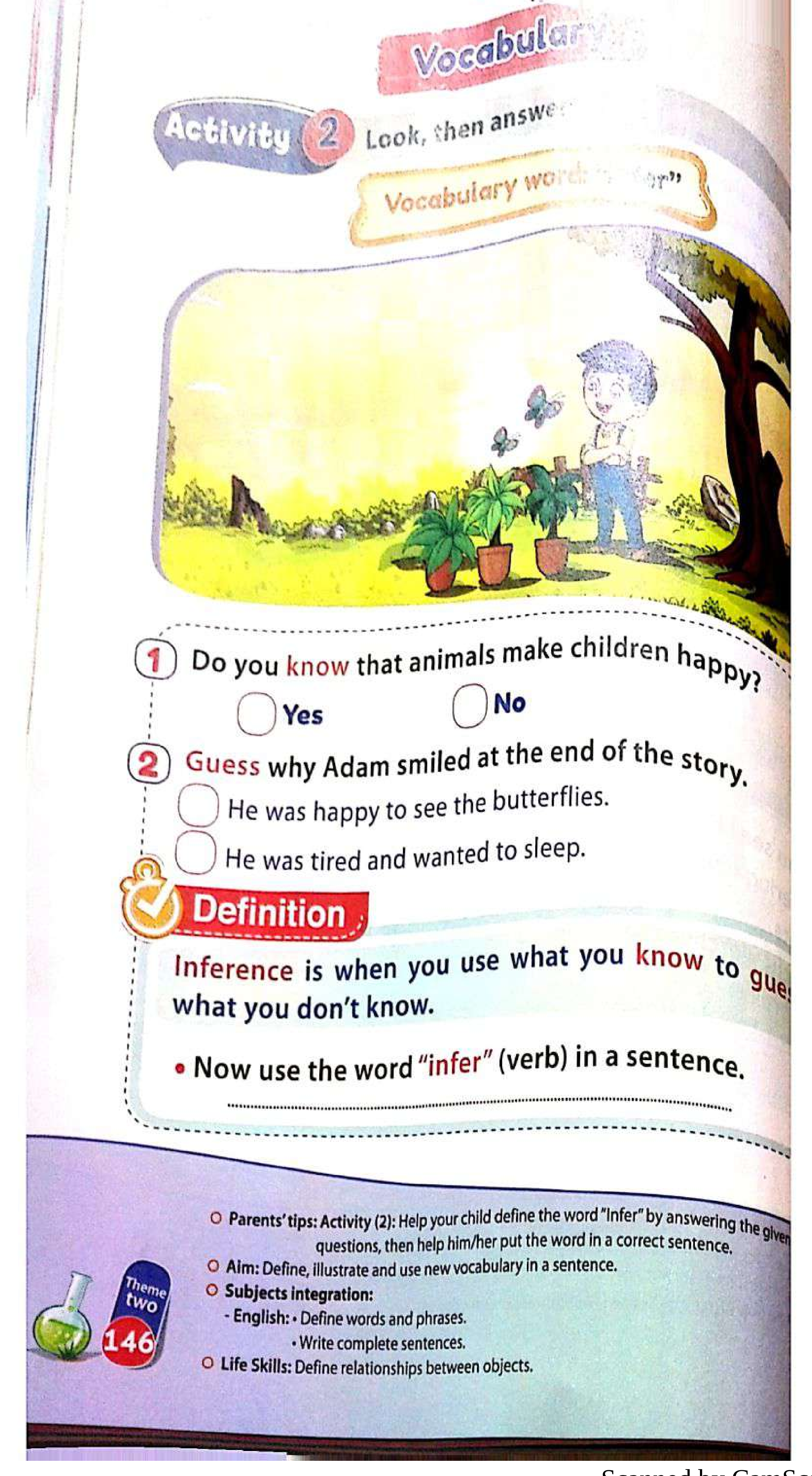
**Activity 1** Read, then answer stion:

Judy and Adam are watering the plants outside. They hear birds singing in the trees and bees buzzing around the flowers in the garden.

Adam finishes watering the plants. Then, he starts to pull the weeds which are growing in the planter.

- **Parents' tips: Activity (1) :** Help your child read the story and understand the context, then he him/her answer the given question.
- **Aim:** Infer meaning within a story.


Now everyone is happy. The plants are watered, the weeds are pulled and the sun is shining on the plants.
4
Adam sees butterflies fluttering near the plants. He smiles and quietly watches the butterflies.
5
Guess: Why is Adam smiling?
Subjects integration:
- English: Describe how characters in a story respond to major events and challenges.
- Science: Use observations to describe the importance of sunlight for plants.
Life Skills: Good listening - Define relationships between objects.
Theme two



## Vocabulary

**Activity 2** Look, then answe

1. Do you know that animals make children happy?

   ◯ Yes ◯ No

2. Guess why Adam smiled at the end of the story.

   ◯ He was happy to see the butterflies.

   ◯ He was tired and wanted to sleep.

### Definition

**Inference is when you use what you know to gue what you don't know.**

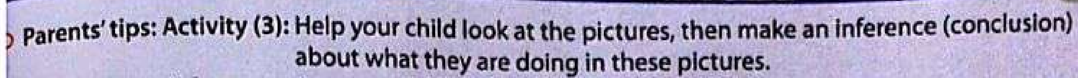
• Now use the word "infer" (verb) in a sentence.

.......................................................................................

- **Parents' tips: Activity (2):** Help your child define the word "Infer" by answering the given questions, then help him/her put the word in a correct sentence.
- **Aim:** Define, illustrate and use new vocabulary in a sentence.
- **Subjects integration:**
  - English: • Define words and phrases.
    • Write complete sentences.
- **Life Skills:** Define relationships between objects.

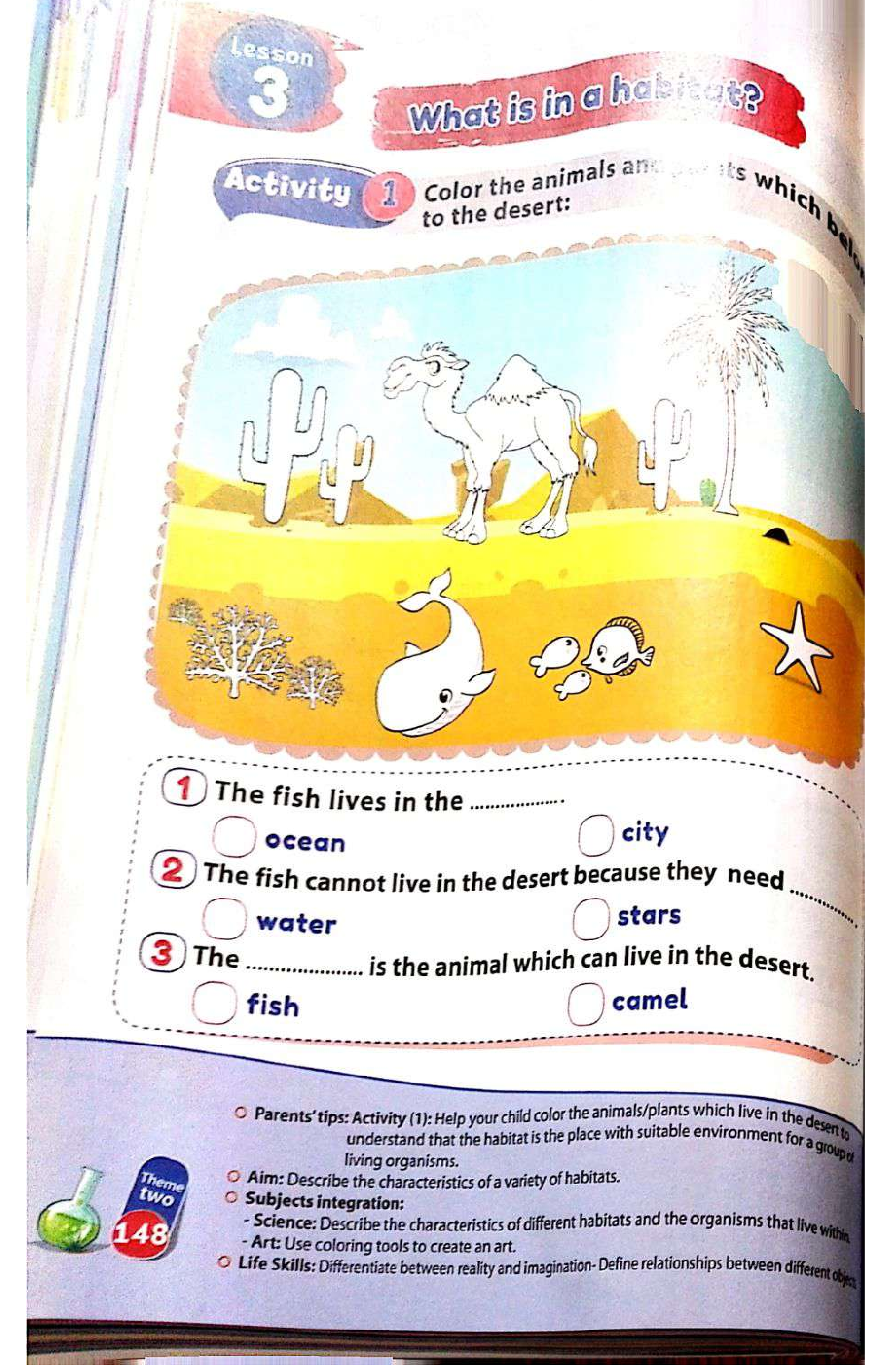
## Activity 3 Look at the pictures and make inferences:

| What do you see? | What do you know? | What's your inference? |
| --- | --- | --- |
|  | The child puts on his shoes. | The child will go out. |
|  | The officer stops the car. | ........................................ ........................................ |
| | The girl opens the fridge. | ........................................ ........................................ |



- Parents' tips: Activity (3): Help your child look at the pictures, then make an inference (conclusion) about what they are doing in these pictures.
- Aim: Make an inference using an evidence.
- Subjects integration:
  - English: • Use the context and pictures to make an inference.
    • Write complete sentences.
- Life Skills: Observation - Define relationships between different objects.





Lesson 3

## What is in a hab[illegible]?

**Activity 1** Color the animals an[illegible] [illegible]ts which belo[illegible] to the desert:

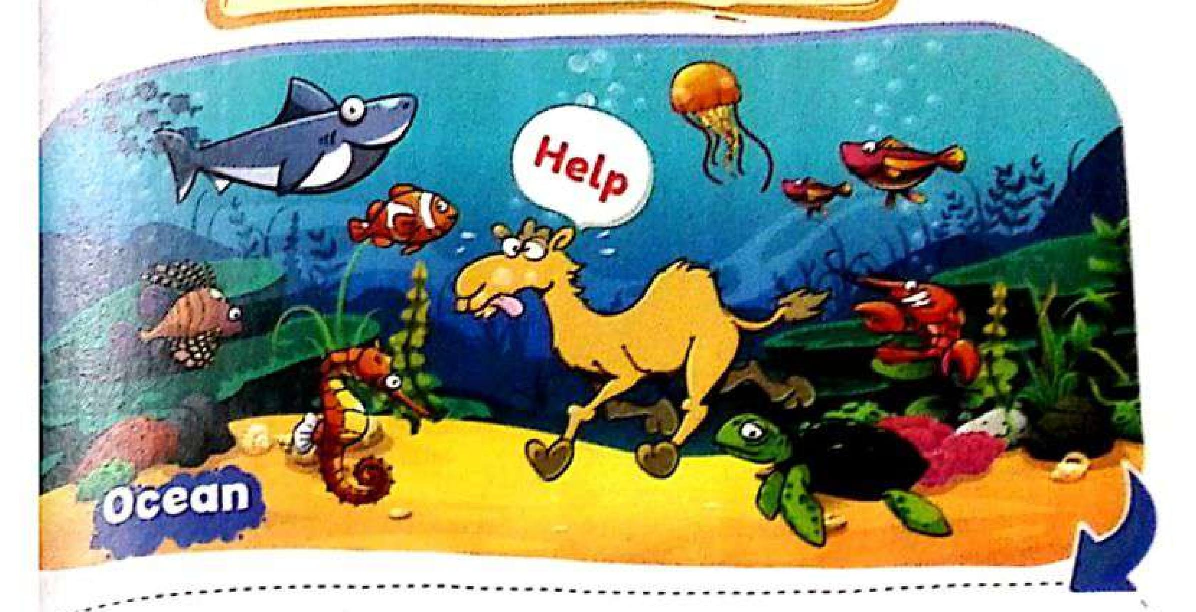
1. The fish lives in the .................
   - ◯ ocean
   - ◯ city
2. The fish cannot live in the desert because they need ..................
   - ◯ water
   - ◯ stars
3. The ...................... is the animal which can live in the desert.
   - ◯ fish
   - ◯ camel

- **Parents' tips: Activity (1):** Help your child color the animals/plants which live in the desert to understand that the habitat is the place with suitable environment for a group of living organisms.
- **Aim:** Describe the characteristics of a variety of habitats.
- **Subjects integration:**
  - **Science:** Describe the characteristics of different habitats and the organisms that live within.
  - **Art:** Use coloring tools to create an art.
- **Life Skills:** Differentiate between reality and imagination- Define relationships between different objects.

# Vocabulary

Activity 2 Look, then answer:

**Vocabulary word: "Habitat"**




Can a camel live in the ocean?

◯ Yes ◯ No

The suitable environment for fish is ........................ .

◯ the ocean ◯ the desert

## Definition

A **habitat** is a place with suitable environment for a group of animals and plants to live in.

- Now use the word "habitat" (noun) in a sentence.

..............................................................................................

ents' tips: Activity (2): Help your child define the word "habitat", by answering the given questions, then put the word in a correct sentence.
: Define, illustrate and use new vocabulary in a sentence.
jects integration:
glish: • Define words and phrases. • Write complete sentences.
ience: Describe how a habitat can meet the needs of living things.
Skills: - Analyze parts of the problem.
- Define relationships between different objects.





Activity 3 Match each anim... orrect

Forest

Ocean

- Parents' tips: Activity (3): Help your child match the habitats with the animals
- Aim: Describe and identify some living things that live in different habitats.
- Subjects integration:
  - Science: • Make observations of animals to compare the diversity of life in di
    • Describe the characteristics of different habitats.
- Life Skills: Define relationships between different objects - Critical thinking.



# Birds of Egypt

Activity 1 **Read, then answer the question:**



There are many species of birds in Egypt.



The egret is also called the farmer's friend.

**Which birds live near you?**



The voices of female and male Egyptian geese are different.



The dove is common to many parts of Egypt.

**Parents' tips: Activity (1):** Help your child know the types of birds that live in Egypt, then ask him/her which of these birds live near him/her.

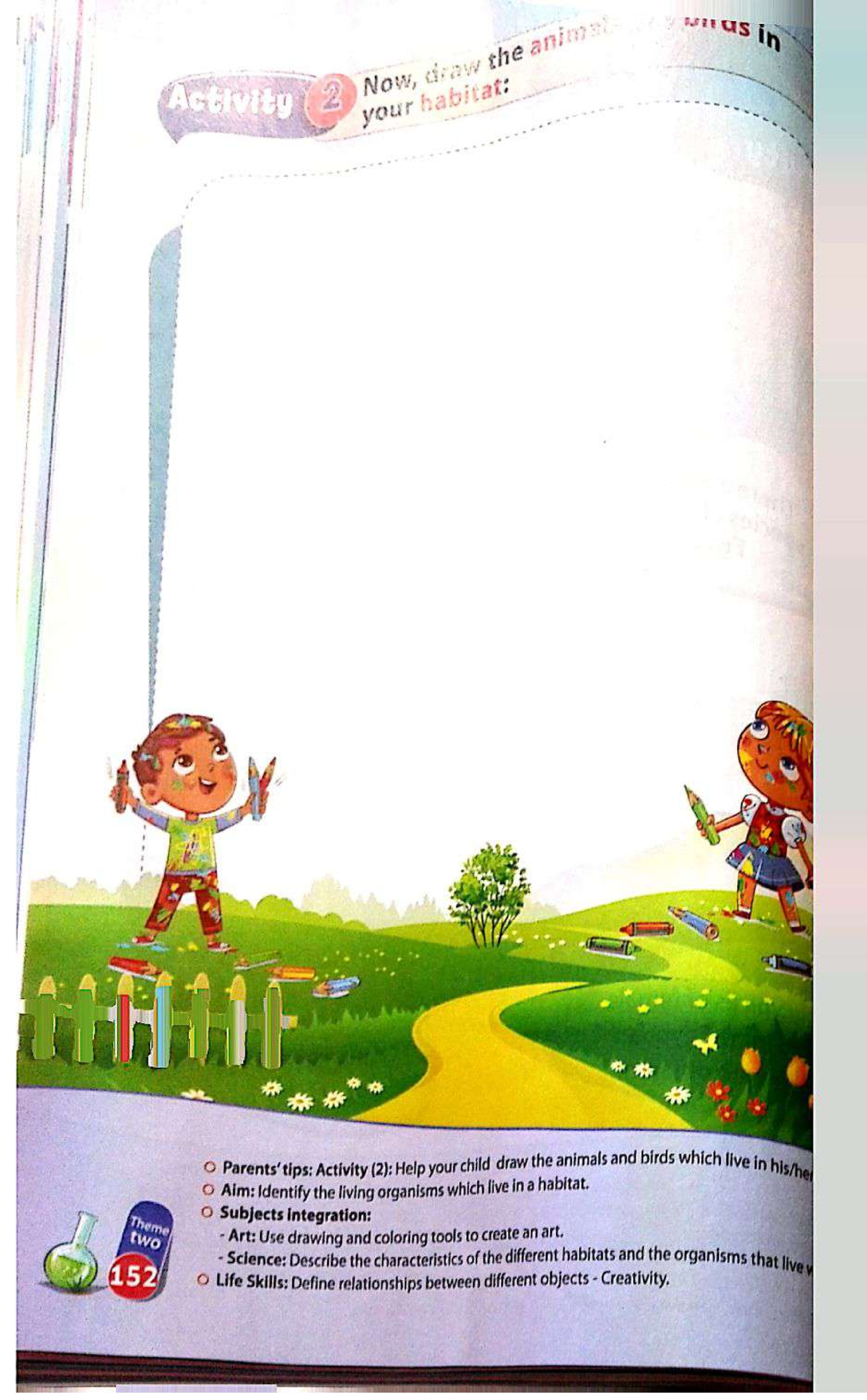
**Aim:** Research the natural environment of a plant or animal.

**Subjects integration:**

- **English:** Answer questions about the birds in Egypt.
- **Science:** Make observations of birds that live near you.

**Life Skills:** Define relationships between different objects - Critical thinking.





## Activity 2 Now, draw the anim... birds in your habitat:

- **Parents' tips: Activity (2):** Help your child draw the animals and birds which live in his/her
- **Aim:** Identify the living organisms which live in a habitat.
- **Subjects integration:**
  - **Art:** Use drawing and coloring tools to create an art.
  - **Science:** Describe the characteristics of the different habitats and the organisms that live
- **Life Skills:** Define relationships between different objects - Creativity.

## Activity 3 What do animals and plants need to survive in a habitat?



**Complete the table with (✓) in the correct place.**

| They need | Animals | Plants |
| --- | --- | --- |
| Air | | |
| Water | | |
| Pepsi | | |
| Sunlight | | |
| Shelter (home) | | |
| Food | | |
| Suitable temperature | | |

**Parents' tips: Activity (3):** Help your child identify the main needs for living organisms to survive in a habitat.

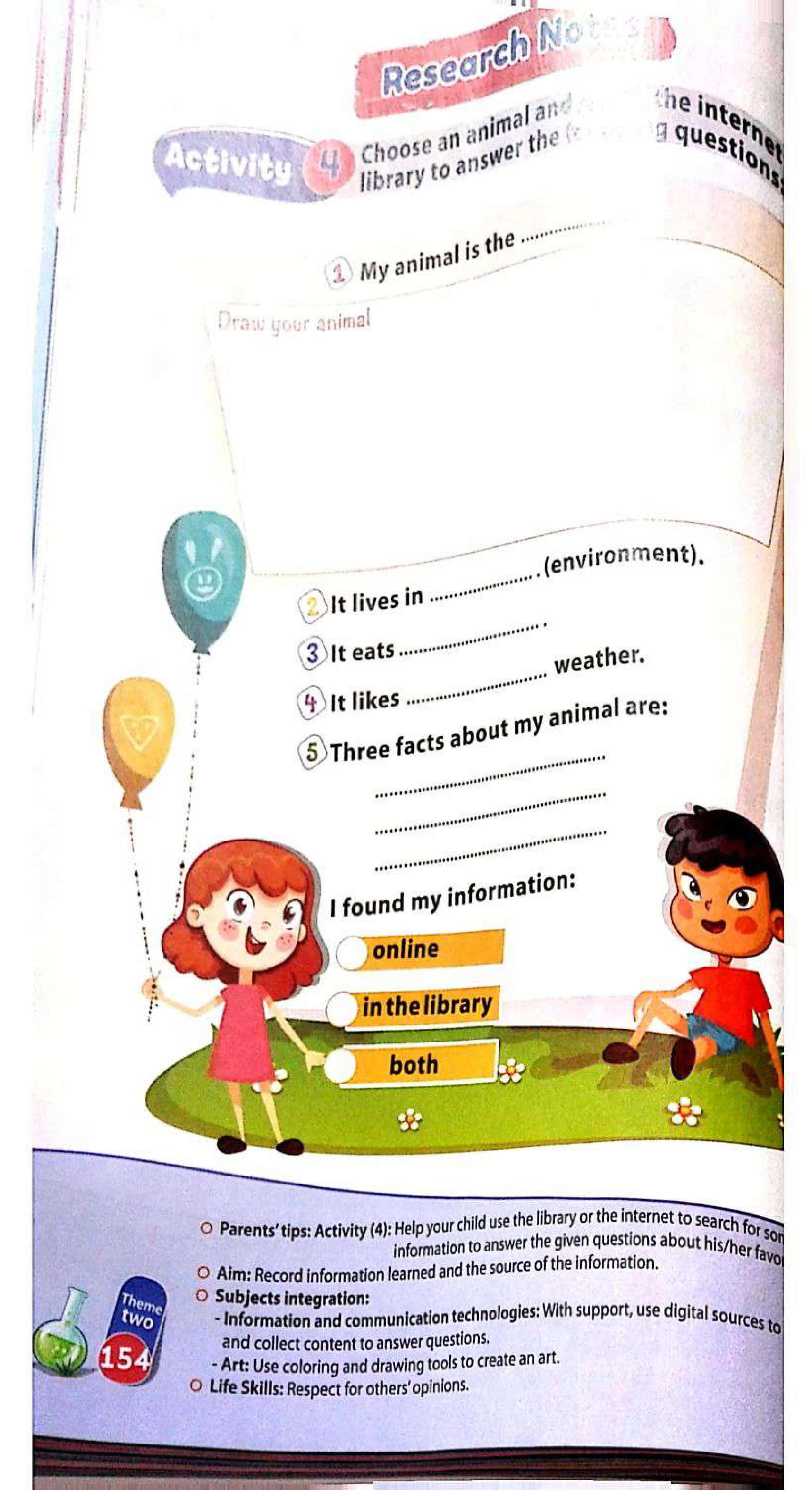
**Aim:** Research the natural environment of a plant or animal.

**Subjects Integration:**

- Science: • Describe how a habitat can meet the needs of living organisms.
  • Ask questions based on observations to find more information.

**Life Skills:** Define relationships between different objects.





## Research Notes

**Activity 4** Choose an animal and ... the internet ... library to answer the ... questions:

1. My animal is the ..................

Draw your animal

2. It lives in .................... (environment).
3. It eats .................... .
4. It likes .................... weather.
5. Three facts about my animal are:
   - ....................................
   - ....................................
   - ....................................

I found my information:

- online
- in the library
- both

- **Parents' tips: Activity (4):** Help your child use the library or the internet to search for so... information to answer the given questions about his/her favo...
- **Aim:** Record information learned and the source of the information.
- **Subjects integration:**
  - **Information and communication technologies:** With support, use digital sources to ... and collect content to answer questions.
  - **Art:** Use coloring and drawing tools to create an art.
- **Life Skills:** Respect for others' opinions.



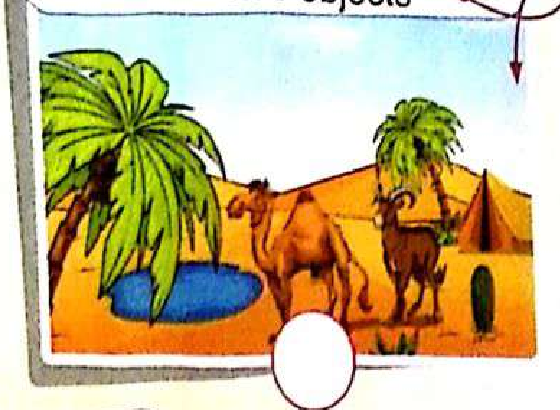
## (✓) for what you learned:

...e environment is the ...ounding in which a person, ...al, or plant lives. ... city, a forest or desert.

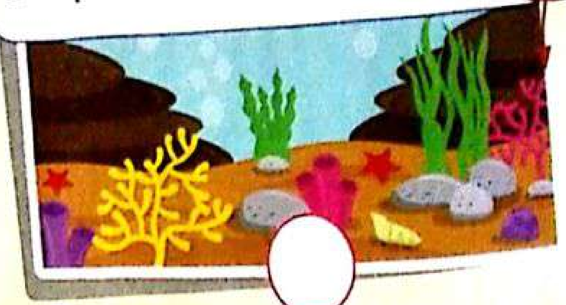


An environment includes:

- Animals/ Birds/ Fish
- Plants
- Natural objects
- Human-made objects



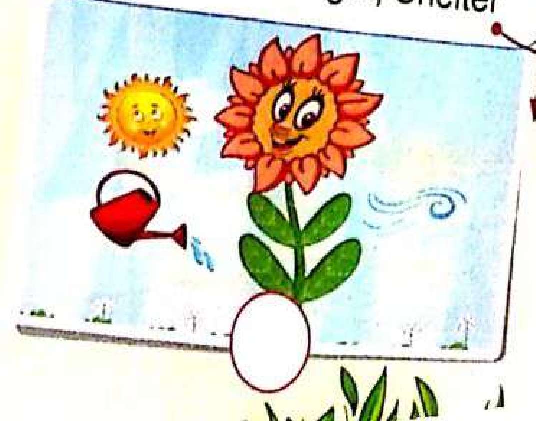
A habitat is a place with suitable conditions for a group of animals and plants to live in.

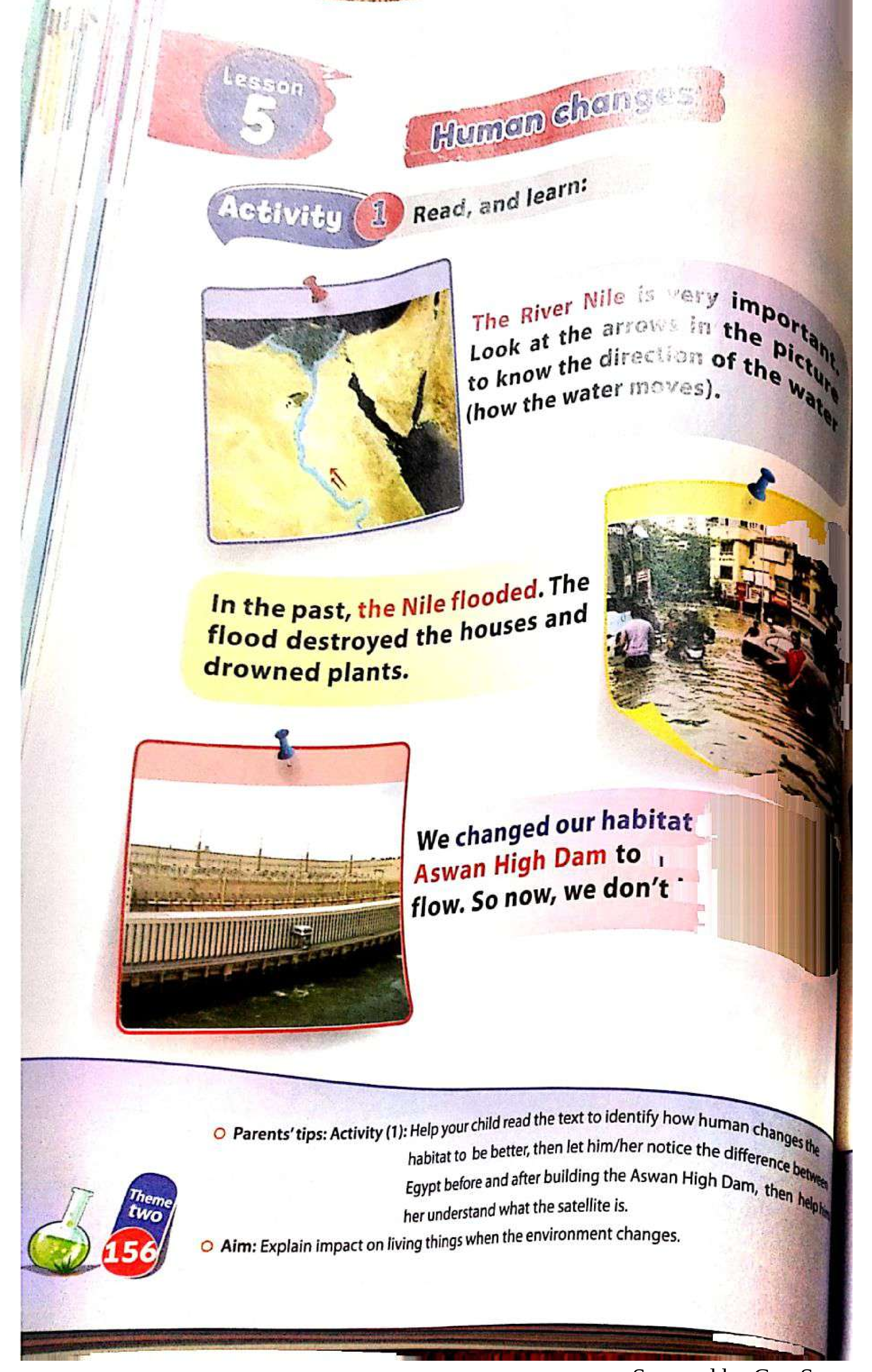


...ferences:
...sing what you already know to ...uess what you don't know.



Animals and plants need the following to survive in a habitat:
Air, Water, Food, Light, Shelter





# Lesson 5 Human changes

**Activity 1** Read, and learn:

The River Nile is very important. Look at the arrows in the picture to know the direction of the water (how the water moves).

In the past, the Nile flooded. The flood destroyed the houses and drowned plants.

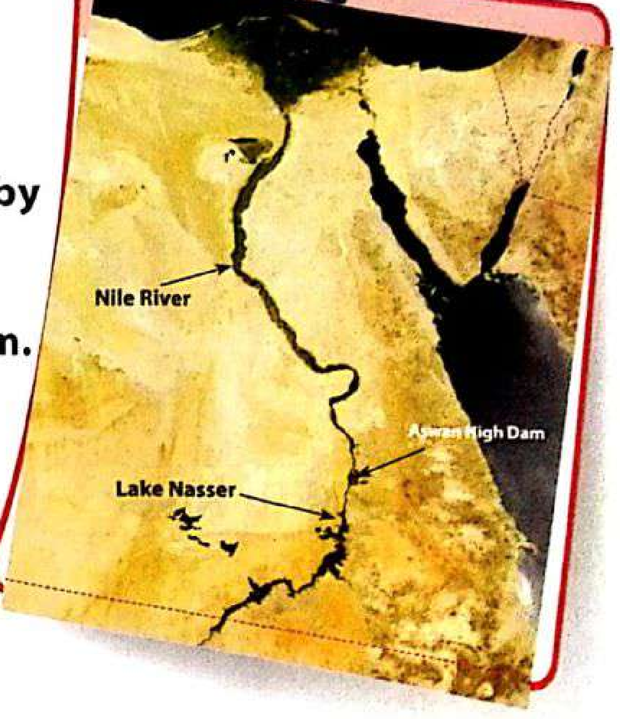
We changed our habitat Aswan High Dam to flow. So now, we don't

- Parents' tips: Activity (1): Help your child read the text to identify how human changes the habitat to be better, then let him/her notice the difference between Egypt before and after building the Aswan High Dam, then help her understand what the satellite is.
- Aim: Explain impact on living things when the environment changes.



**Lake Nasser was formed after the Aswan High Dam was built.**

**This is a picture of Egypt taken by a satellite.**
**Look at the map to know the location of the Aswan High Dam.**






**A satellite is a camera in space that can take pictures of the Earth and stars.**

**Subjects integration:**

- **English:** Read the text and understand its purpose.
- **Social Studies:** Describe a place using a satellite image.
- **Life Skills:** Define relationships between different objects - Observation.












Read, and learn:



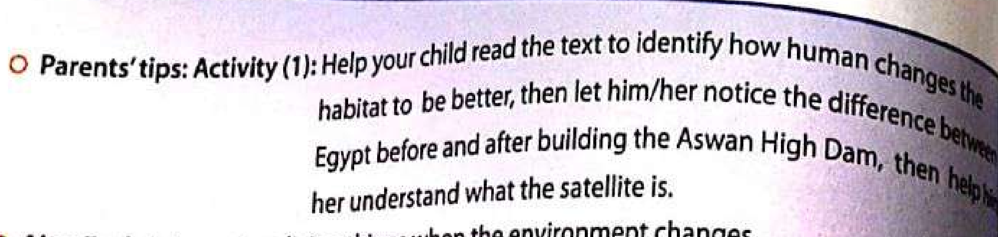
The River Nile is very importan
Look at the arrows in the pictur
to know the direction of the wate
(how the water moves).



In the past, the Nile flooded. The flood destroyed the houses and drowned plants.



We changed our habitat
Aswan High Dam to
flow. So now, we don't



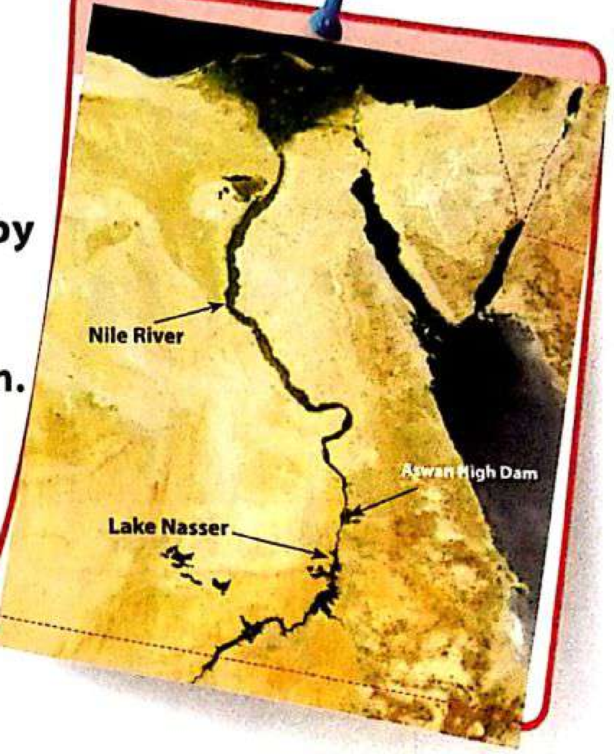
- Parents' tips: Activity (1): Help your child read the text to identify how human changes the habitat to be better, then let him/her notice the difference between Egypt before and after building the Aswan High Dam, then help him/her understand what the satellite is.
- Aim: Explain impact on living things when the environment changes.





**Lake Nasser was formed after the Aswan High Dam was built.**

**This is a picture of Egypt taken by a satellite.**
**Look at the map to know the location of the Aswan High Dam.**






**A satellite is a camera in space that can take pictures of the Earth and stars.**

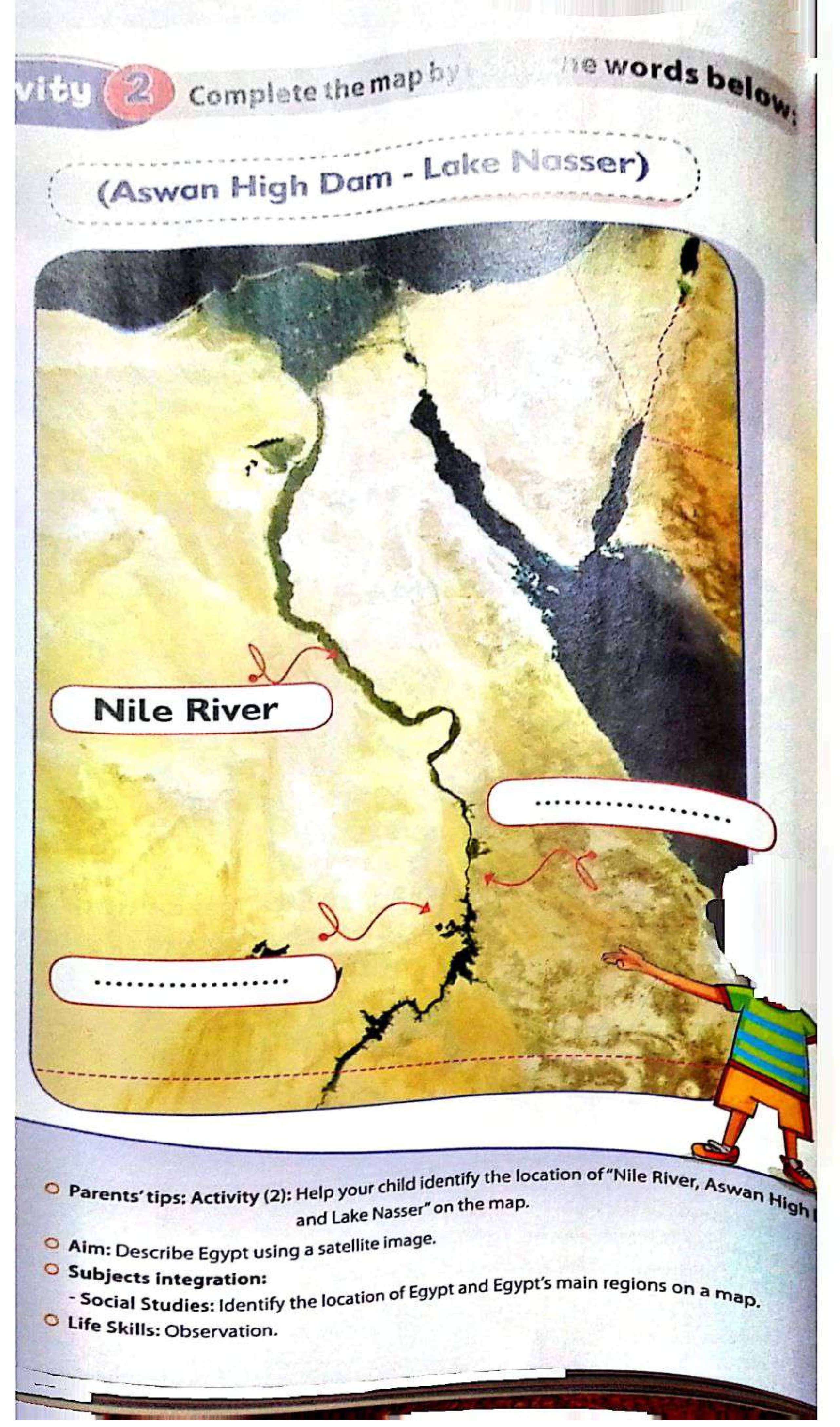
**Subjects integration:**

- **English:** Read the text and understand its purpose.
- **Social Studies:** Describe a place using a satellite image.
- **Life Skills:** Define relationships between different objects - Observation.



vity 2 Complete the map by ... he words below:

(Aswan High Dam - Lake Nasser)



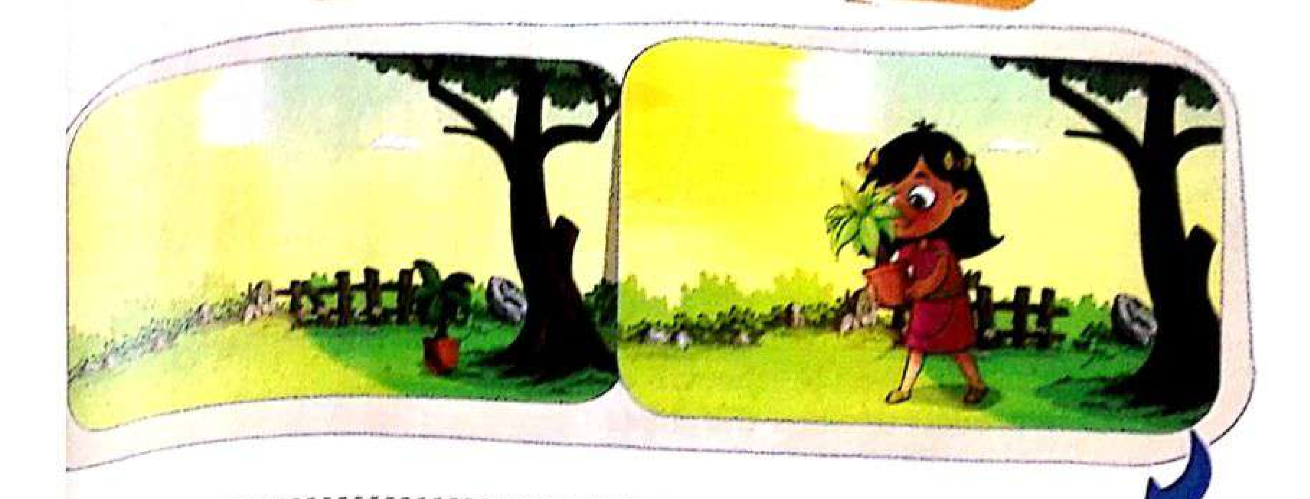

- Parents' tips: Activity (2): Help your child identify the location of "Nile River, Aswan High ... and Lake Nasser" on the map.
- Aim: Describe Egypt using a satellite image.
- Subjects integration:
  - Social Studies: Identify the location of Egypt and Egypt's main regions on a map.
- Life Skills: Observation.



# Vocabulary

**Activity 1** Look and answer:

**Vocabulary word: "Steward"**



1) Did the girl help the plant?

( ) Yes ( ) No

2) How did the girl help the plant?

( ) She changed the environment to be better.

( ) She covered the plant.

**A steward is a person who changes the surrounding environment around him to be better.**

- **Now use the word "steward" (noun) in a sentence.**

..............................................................................................................

**Parents' tips: Activity (1):** Help your child define the word "steward" by answering the given questions, then put the word in a sentence.

**Aim:** Describe how characters in a story respond to challenges.

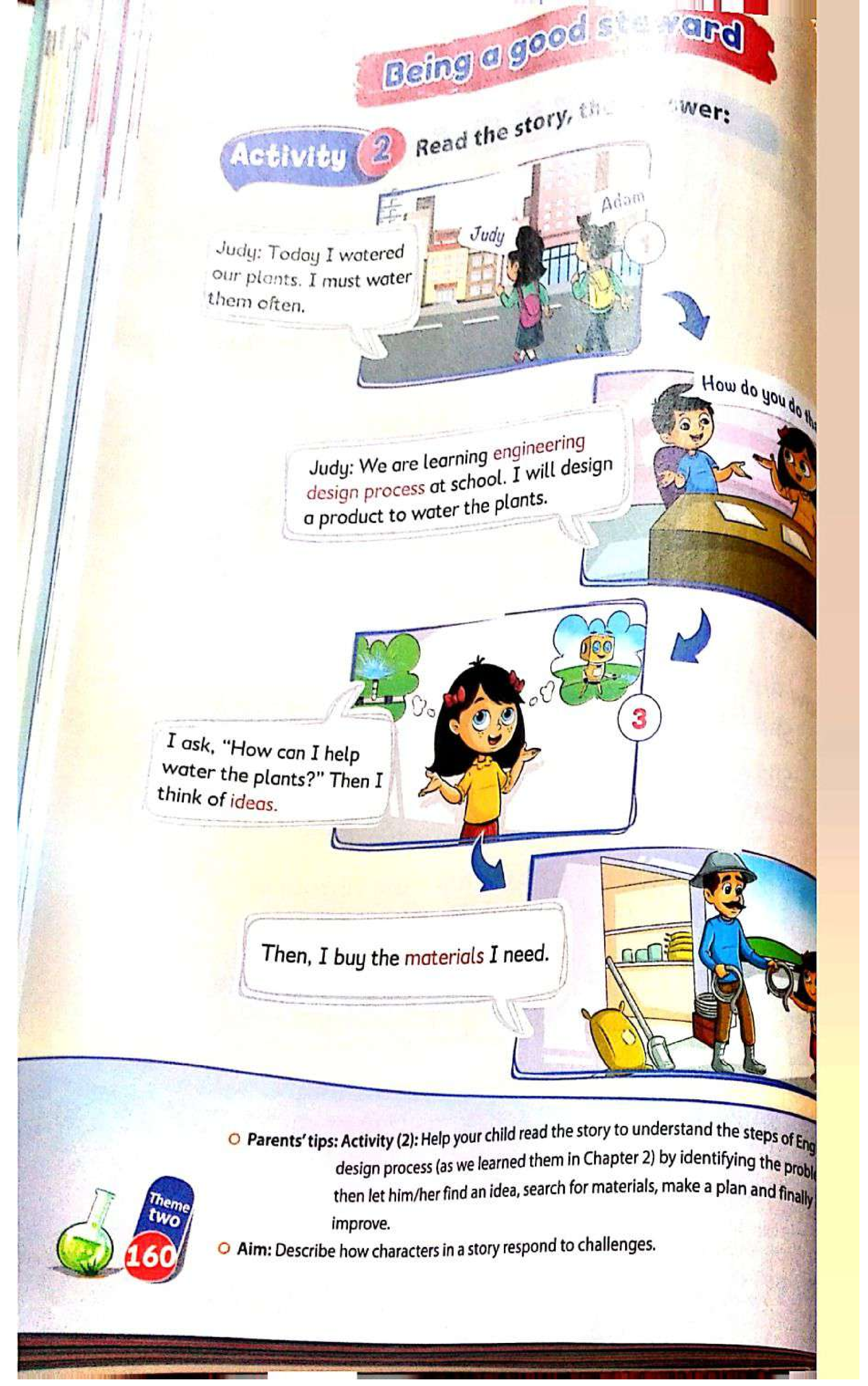
**Subjects integration:**

**English:** Define words and write sentences.

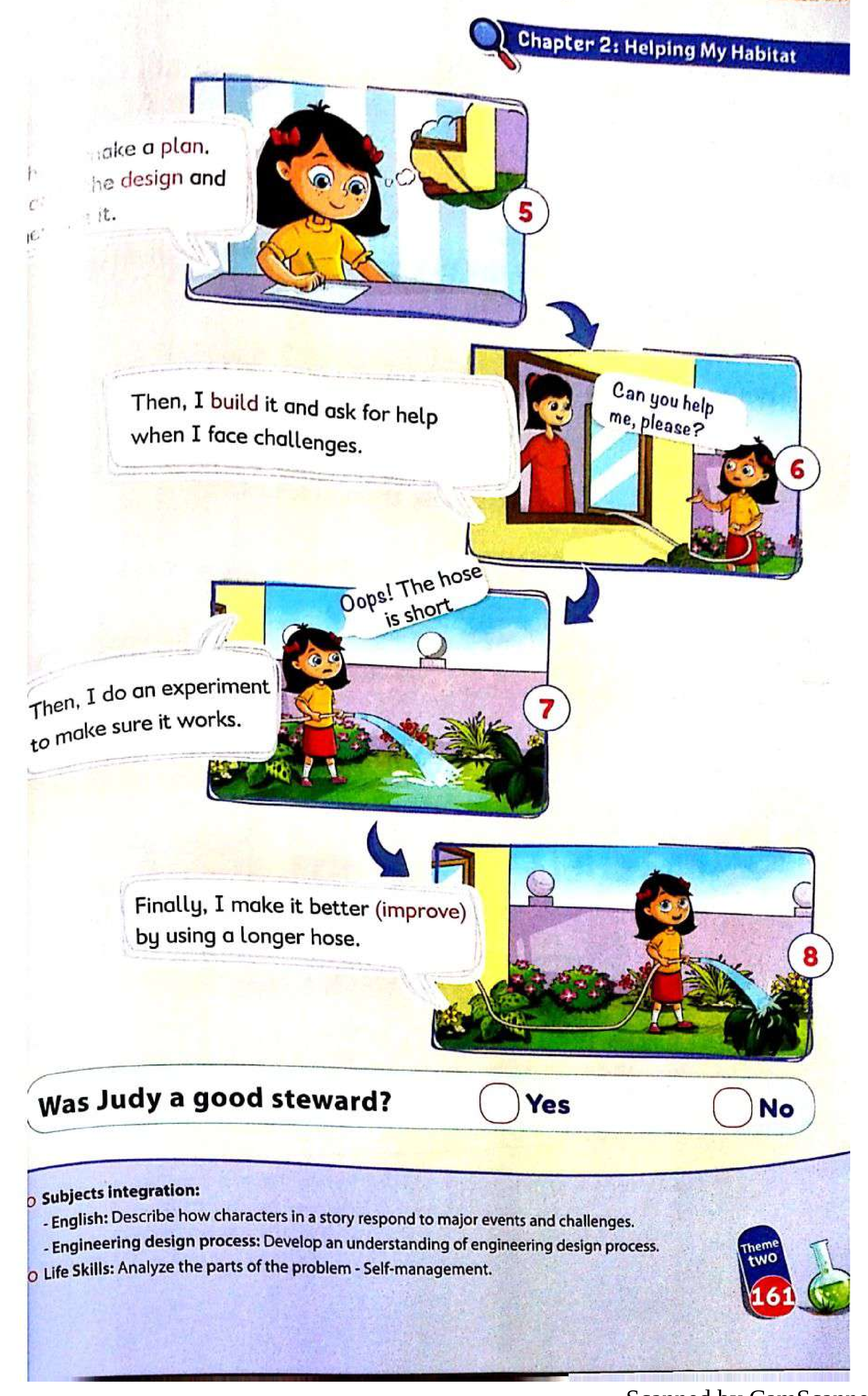
**Social Studies:** Identify ways in which citizens can help preserve local environments.

**Life Skills:** Organize parts to form a new or unique whole.






- **Parents' tips: Activity (2):** Help your child read the story to understand the steps of Eng design process (as we learned them in Chapter 2) by identifying the probl then let him/her find an idea, search for materials, make a plan and finally improve.
- **Aim:** Describe how characters in a story respond to challenges.




**Was Judy a good steward?** ◯ Yes ◯ No

- **Subjects integration:**
  - **English:** Describe how characters in a story respond to major events and challenges.
  - **Engineering design process:** Develop an understanding of engineering design process.
- **Life Skills:** Analyze the parts of the problem - Self-management.

Lessons 7, 8&9

# Engineering Design Process




**Read the previous story then choose the correct answer:**

What is the problem in the story?

- ○ They want something to help them water the plants.
- ○ They want something to take them to school.




**1 What is the solution?**

- ○ Judy built a watering system.
- ○ Judy rented a car.




**2 What materials did Judy need for the project?**

○ Hose ○ Wood ○ Nails

- **Parents' tips: Activity (1):** Help your child re-read the story, then answer the given questions to understand the steps of engineering design process.
- **Aim:** Use the engineering design process to plan a product to help the environment.



3 What did Judy's project look like?

..........................................

..........................................







4 Did Judy face any challenges?

◯ Yes ◯ No

What did she do?

◯ Ask for help.

◯ Go home.




5 Did Judy make it better, bigger or prettier?

◯ Judy colored it.

◯ Judy bought a longer hose.

## Engineering Design Process

















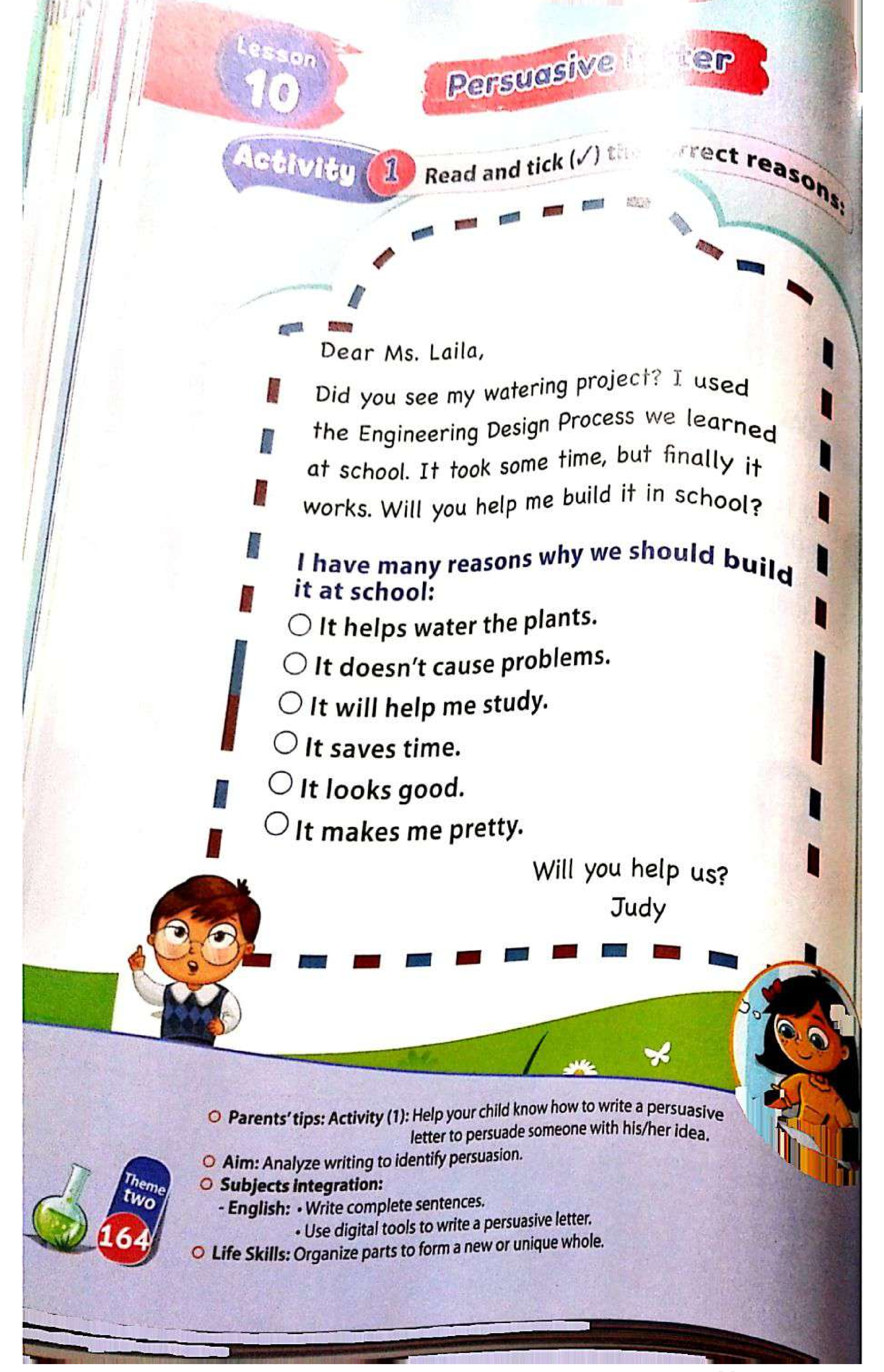

**Subjects integration:**

- **English:** Answer questions about key details in the story.
- **Engineering design process:** Develop the abilities to apply the design process.

**Life Skills:** Analyze parts of the problem.







# Lesson 10 Persuasive Letter

**Activity 1** Read and tick (✓) the correct reasons:

Dear Ms. Laila,

Did you see my watering project? I used the Engineering Design Process we learned at school. It took some time, but finally it works. Will you help me build it in school?

**I have many reasons why we should build it at school:**

- ○ It helps water the plants.
- ○ It doesn't cause problems.
- ○ It will help me study.
- ○ It saves time.
- ○ It looks good.
- ○ It makes me pretty.

Will you help us?

Judy

- **Parents' tips: Activity (1):** Help your child know how to write a persuasive letter to persuade someone with his/her idea.
- **Aim:** Analyze writing to identify persuasion.
- **Subjects integration:**
  - **English:** • Write complete sentences.
    • Use digital tools to write a persuasive letter.
- **Life Skills:** Organize parts to form a new or unique whole.

# Vocabulary

**Activity 2** Look, then answer:

**Vocabulary word: "Persuade"**



1. Did Judy tell Ms Laila why her idea is good?
   - ◯ Yes
   - ◯ No
2. Do you think Ms Laila will help her?
   - ◯ Yes
   - ◯ No

## Definition

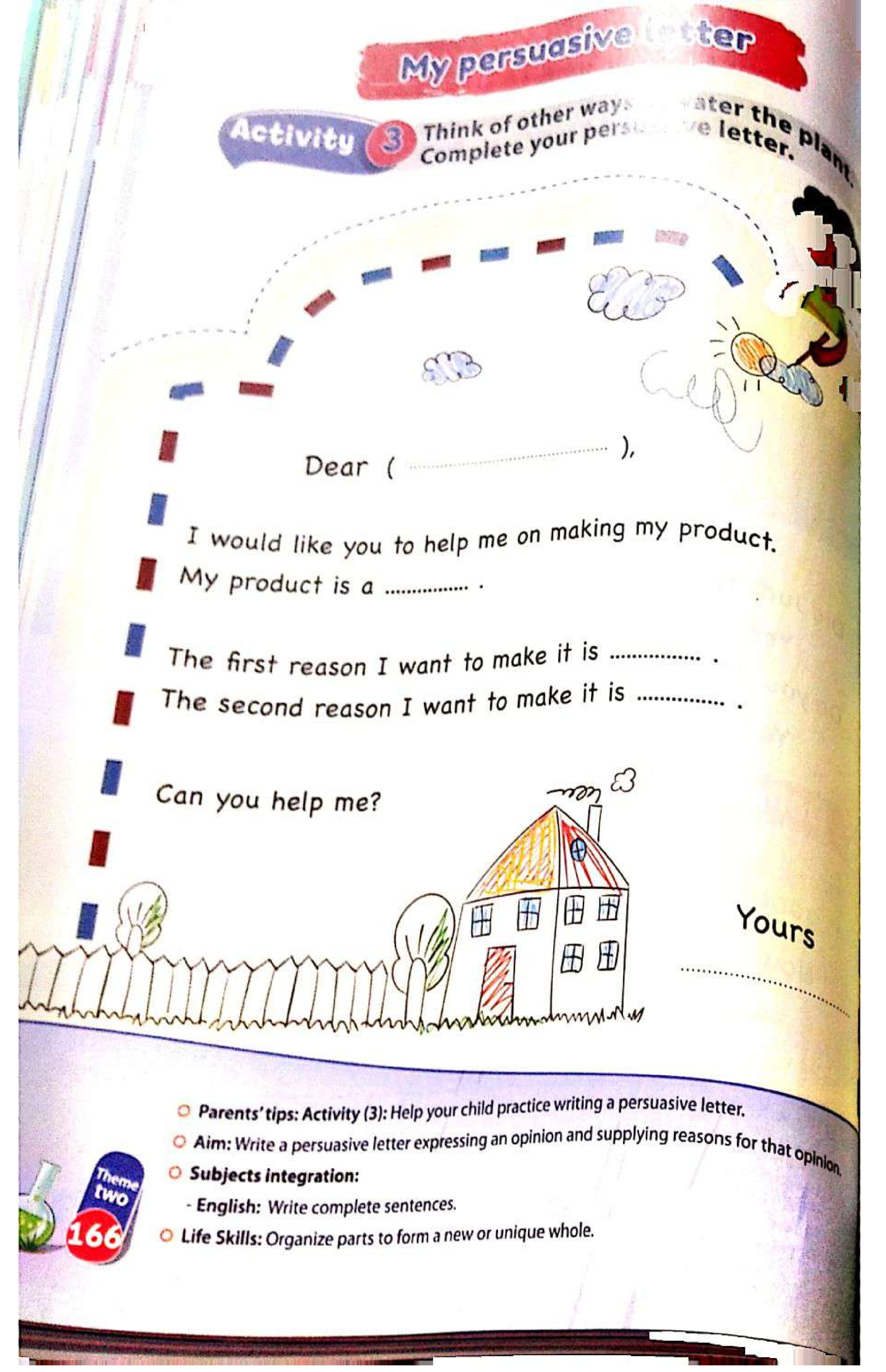
"Persuade" is when you tell someone why your idea is good.

- Now use the word "Persuade" (verb) in a sentence.

.............................................................................................................

Parents' tips: Activity (2): Help your child define the word "Persuade" by answering the given questions, then put the word in a sentence.
Aim: Define, illustrate and use the new vocabulary in a sentence.
Subjects integration:
- English: Define words and write sentences.
- Social Studies: Identify how to persuade someone in a good way.
Life Skills: Setting clear goals - Communication skills.





## My persuasive [illegible]tter

**Activity 3** Think of other ways [illegible] ater the plant.
Complete your pers[illegible]e letter.

Dear ( .................................... ),

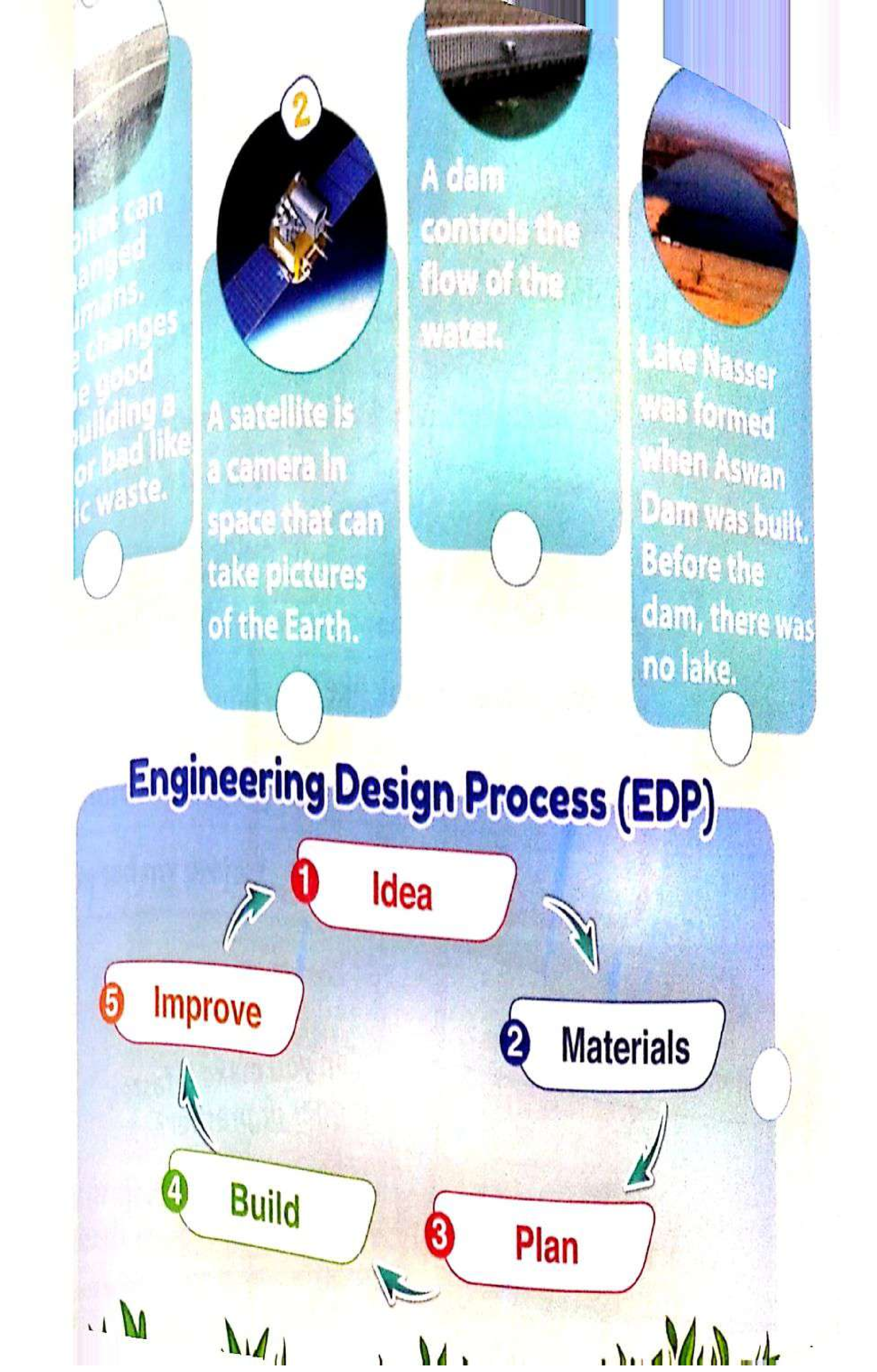
I would like you to help me on making my product.
My product is a ............... .

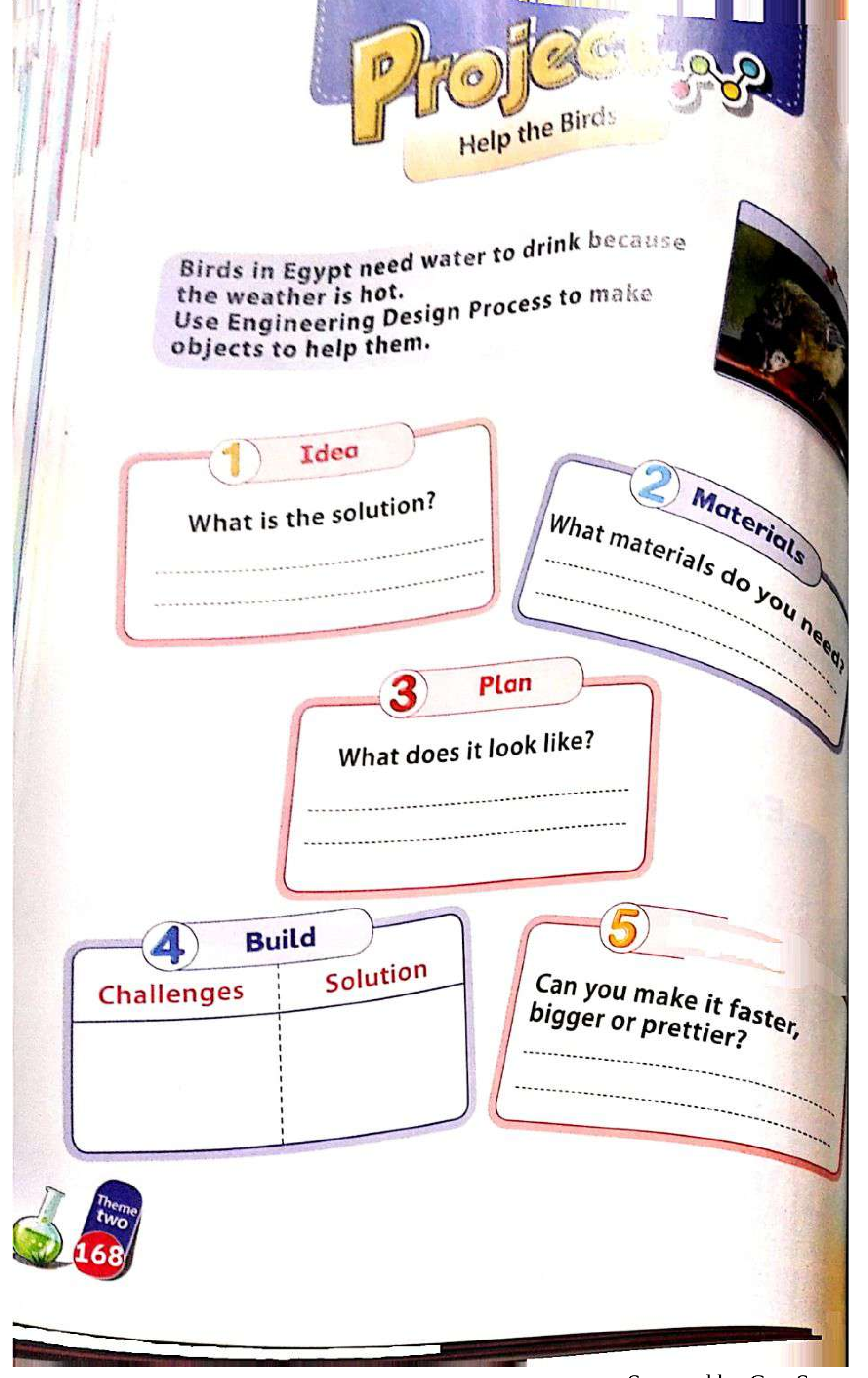
The first reason I want to make it is ............... .
The second reason I want to make it is ............... .

Can you help me?

Yours
..............................

- **Parents' tips: Activity (3):** Help your child practice writing a persuasive letter.
- **Aim:** Write a persuasive letter expressing an opinion and supplying reasons for that opinion.
- **Subjects integration:**
  - **English:** Write complete sentences.
- **Life Skills:** Organize parts to form a new or unique whole.


2
A satellite is a camera in space that can take pictures of the Earth.
A dam controls the flow of the water.
Lake Nasser was formed when Aswan Dam was built. Before the dam, there was no lake.
Engineering Design Process (EDP)
1 Idea
2 Materials
3 Plan
4 Build
5 Improve



# Project

## Help the Birds

Birds in Egypt need water to drink because the weather is hot.
Use Engineering Design Process to make objects to help them.

**1 Idea**

What is the solution?

.................................................

.................................................

**2 Materials**

What materials do you need?

.................................................

.................................................

**3 Plan**

What does it look like?

.................................................

.................................................

**4 Build**

| Challenges | Solution |
| --- | --- |
| | |

**5**

Can you make it faster, bigger or prettier?

.................................................

.................................................

# Test your project

**Tick (✓) the right answer:**

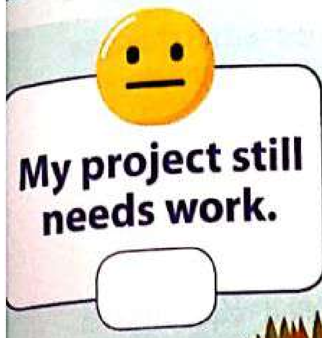
| | |
|---|---|
| Does it help the birds? | |
| Does it cause any problems? | |
| Does it look good? | |
| Does it save time? | |




**Tick (✓) the elements you have in your project:**

| | |
|---|---|
| I identified the problem. | |
| I thought of a solution. | |
| I identified the materials needed. | |
| I was able to build my project. | |
| I improved my project. | |
| I tested my project. | |

**Tick (✓) how well you did.**



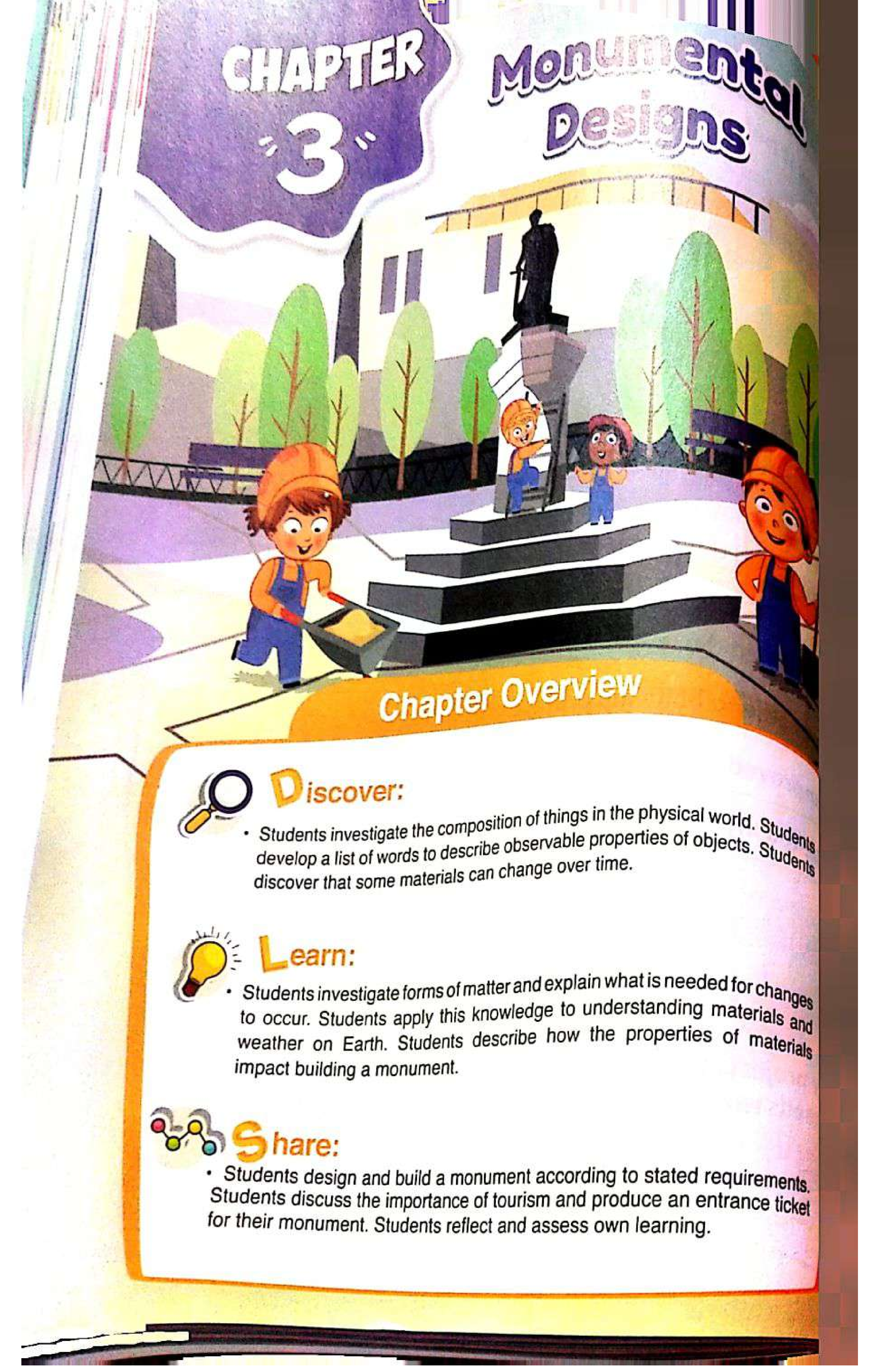
My project still needs work. ☐



My project is good. ☐



My project is excellent. ☐


CHAPTER
3
Monumental Designs
Chapter Overview
Discover:
• Students investigate the composition of things in the physical world. Students develop a list of words to describe observable properties of objects. Students discover that some materials can change over time.
Learn:
• Students investigate forms of matter and explain what is needed for changes to occur. Students apply this knowledge to understanding materials and weather on Earth. Students describe how the properties of materials impact building a monument.
Share:
• Students design and build a monument according to stated requirements. Students discuss the importance of tourism and produce an entrance ticket for their monument. Students reflect and assess own learning.

Students will:

- ...ract with the three forms of matter.
- ...ow steps in an experiment.
- ...lain results of an experiment.

- ...etermine how senses are used to observe properties of materials.
- ...evelop a list of words to describe observable properties of objects.
- ...redict how some materials can change over time.

Students will:

3
- Investigate forms of matter.
- Describe changes of state and what is needed for changes of state to occur.
- Identify examples of water in all three forms.

4
- View satellite images of the Earth.
- Identify where water on Earth is located.
- Determine the forms of water (solid, liquid, gas) in an Earth scene.

5
- Describe how temperature can change the properties of a material.
- Predict how weather affects natural and human-made objects.
- Describe how the properties of materials impact their use for building.

6
- Name and describe monuments found in Egypt.
- Specify attributes of shapes and patterns.
- Create patterns using shapes and lines.
- Explain the use of requirements in design thinking.

7
- Brainstorm ideas for a monument.
- Plan for a design of a monument using requirements.
- Apply knowledge of material properties to a monument design.

8
- Use a checklist to record the progress on a given task.
- Build a monument that honors a person or an event.
- Define and explain the importance of tourists.

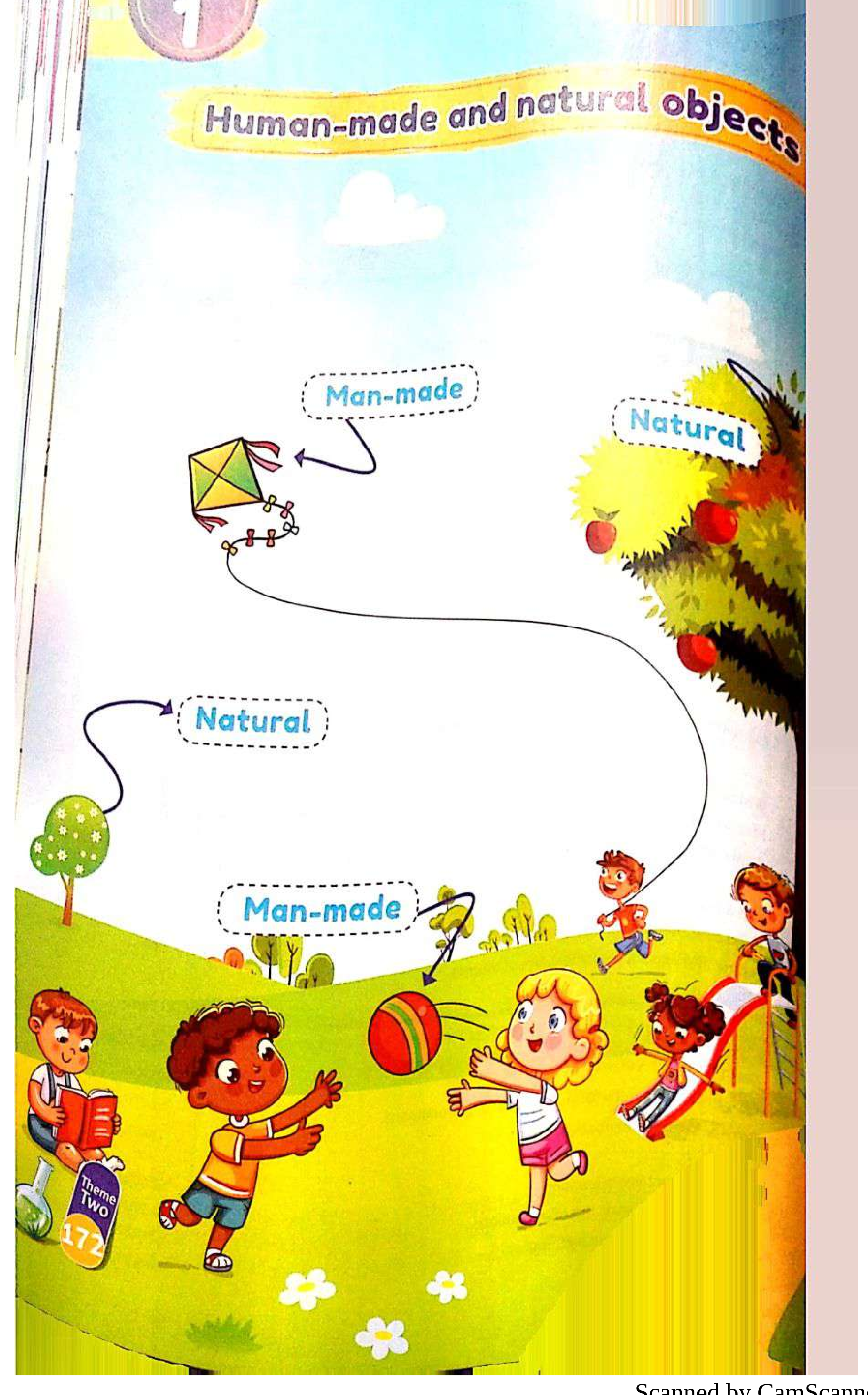
Learn

Students will:

9
- Analyze samples of tickets for artistic content.
- Design artwork in the form of a ticket for a monument.
- Provide creative feedback to others.

10
- Relate a story to own learning.
- Observe others' work and offer opinions.
- Reflect and assess own learning.

Share

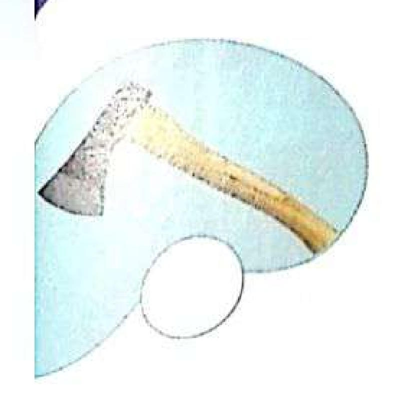


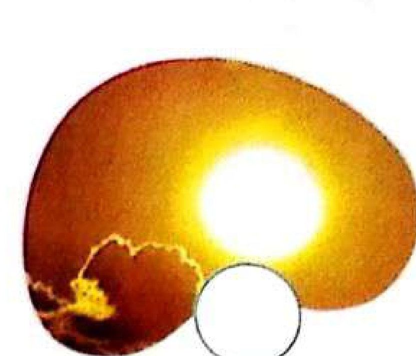

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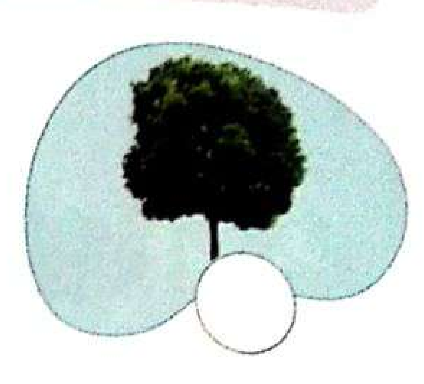
# Who made this?

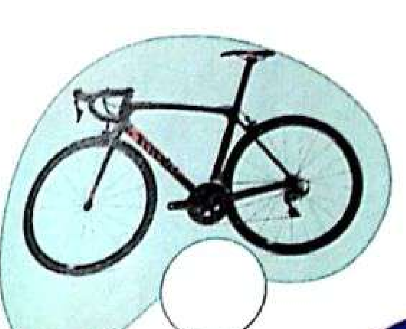


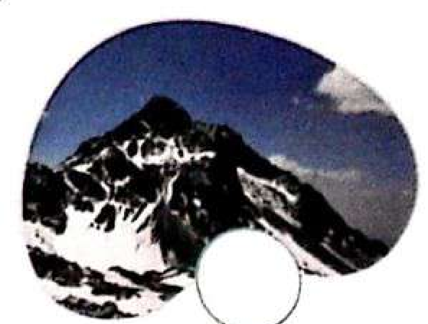

1 Color the human-made objects in 🔴 and the objects found in nature in 🟢:

















Human-made objects are objects made by man.

Parents' tips: Activity (1): Refer to the previous page, then discuss with him/her that human-made objects are made by man and natural objects are created by God. Help your child classify objects and use questions like: Do we buy it? Do people make it?" to guide him/her to the correct answer.

Aim: Identify the difference between natural and human-made objects.

**Subjects integration:**

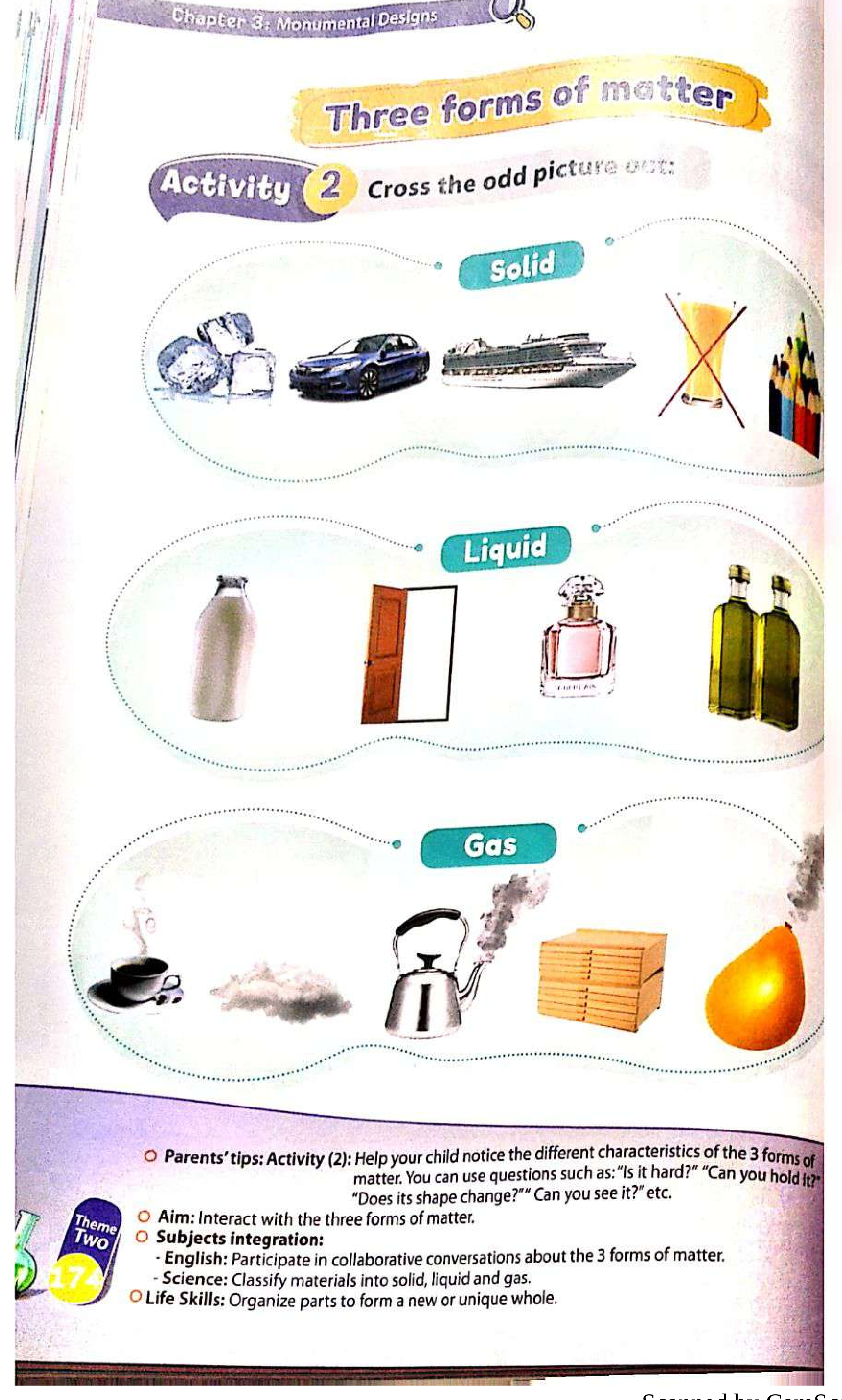
Science: Ask questions based on observations to find more information.

Art: Use various coloring tools to create an art.

Life Skills: Provide effective feedback.







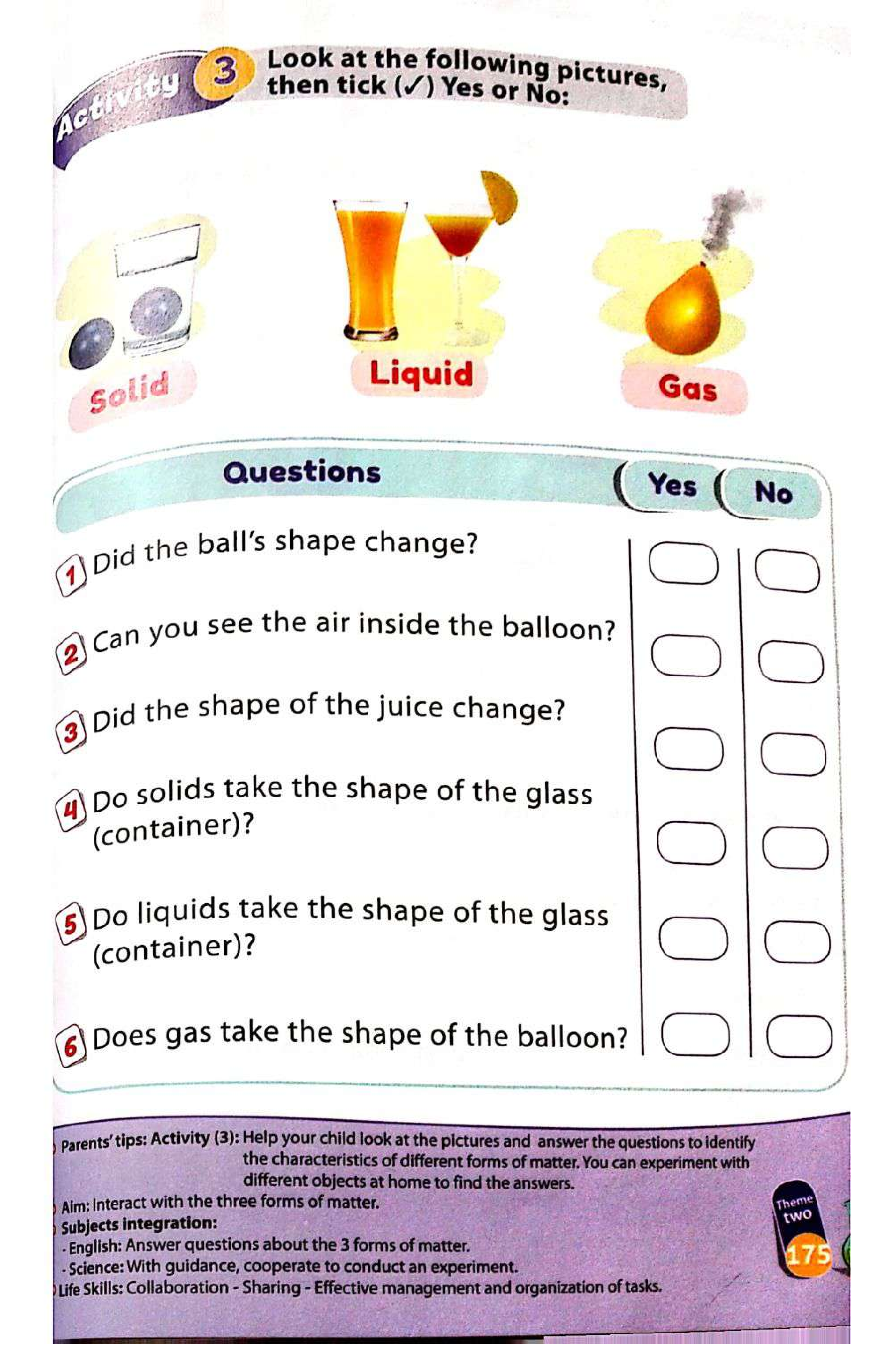


# Three forms of matter

**Activity 2** Cross the odd picture out:



- **Parents' tips: Activity (2):** Help your child notice the different characteristics of the 3 forms of matter. You can use questions such as: "Is it hard?" "Can you hold it?" "Does its shape change?" " Can you see it?" etc.
- **Aim:** Interact with the three forms of matter.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations about the 3 forms of matter.
  - **Science:** Classify materials into solid, liquid and gas.
- **Life Skills:** Organize parts to form a new or unique whole.



## Activity 3 Look at the following pictures, then tick (✓) Yes or No:



| Questions | Yes | No |
|---|---|---|
| 1 Did the ball's shape change? | | |
| 2 Can you see the air inside the balloon? | | |
| 3 Did the shape of the juice change? | | |
| 4 Do solids take the shape of the glass (container)? | | |
| 5 Do liquids take the shape of the glass (container)? | | |
| 6 Does gas take the shape of the balloon? | | |

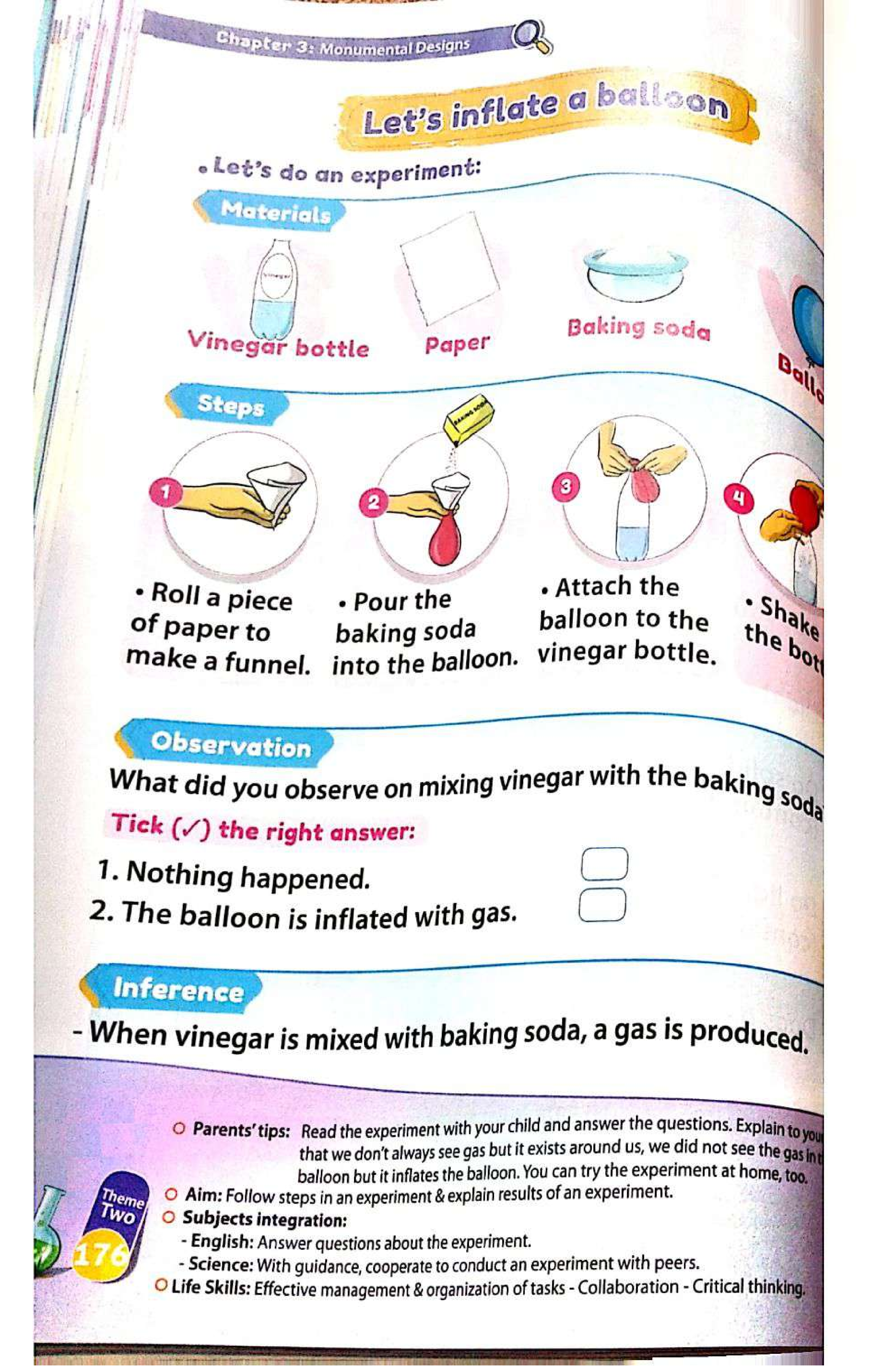
**Parents' tips: Activity (3):** Help your child look at the pictures and answer the questions to identify the characteristics of different forms of matter. You can experiment with different objects at home to find the answers.

**Aim:** Interact with the three forms of matter.

**Subjects integration:**

- English: Answer questions about the 3 forms of matter.
- Science: With guidance, cooperate to conduct an experiment.

**Life Skills:** Collaboration - Sharing - Effective management and organization of tasks.



# Let's inflate a balloon

• Let's do an experiment:

## Materials

Vinegar bottle

Paper

Baking soda

Ballo

## Steps

1 • Roll a piece of paper to make a funnel.

2 • Pour the baking soda into the balloon.

3 • Attach the balloon to the vinegar bottle.

4 • Shake the bott

## Observation

What did you observe on mixing vinegar with the baking soda

**Tick (✓) the right answer:**

1. Nothing happened. ☐
2. The balloon is inflated with gas. ☐

## Inference

- When vinegar is mixed with baking soda, a gas is produced.

○ **Parents' tips:** Read the experiment with your child and answer the questions. Explain to your that we don't always see gas but it exists around us, we did not see the gas in t balloon but it inflates the balloon. You can try the experiment at home, too.

○ **Aim:** Follow steps in an experiment & explain results of an experiment.

○ **Subjects integration:**

- **English:** Answer questions about the experiment.
- **Science:** With guidance, cooperate to conduct an experiment with peers.

○ **Life Skills:** Effective management & organization of tasks - Collaboration - Critical thinking.

Lesson 2

# What materials do we see?




1 **Look, then choose the materials in each picture:**



- Plastic ✓
- Rubber ✓
- Wood ✓
- Glass



- Water
- Concrete
- Plants
- Wood



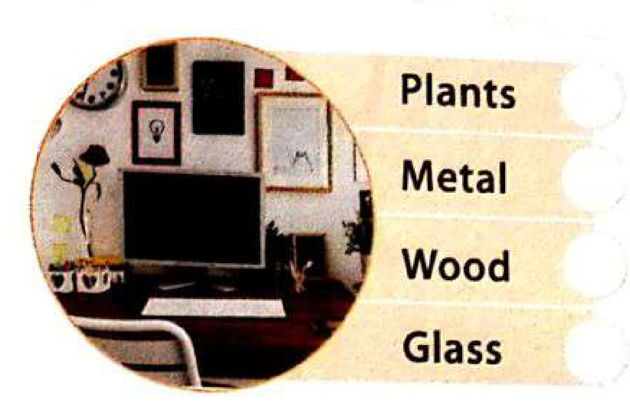
- Glass
- Metal
- Concrete
- Water



- Plastic
- Glass
- Rubber
- Water



- Soil
- Glass
- Wood
- Metal



- Plants
- Metal
- Wood
- Glass

**Parents' tips: Activity (1):** Help your child identify the different types of matter in each picture. You can also encourage him/her to do the same with objects around him/her.

**Aim:** Determine and observe the materials used in making different objects.

**Subjects integration:**

- Science: • Ask questions based on observations to find more information.
  • Classify and describe observable properties of materials.

**Life Skills:** Define relationships between different objects - Critical thinking.

## How do we know?

### Activity 2 Which sense will you use?

**(sight - smell - taste - touch - hearing)**



- **Parents' tips: Activity (2):** Remind your child of the 5 senses and what they are used for. Look a pictures and identify the sense used for each.
- **Aim:** Determine how senses are used to observe properties of materials.
- **Subjects integration:**
  - **Science:** • Use the 5 senses to identify the type of a material.
    • With guidance, cooperate to plan and conduct an investigation with peers.
- **Life Skills:** Observation - Provide effective feedback - Critical thinking.

# Describe our world





**Activity 3** Look, then answer:

| Questions | Yes | No |
|---|---|---|
| Is it shiny? | | |
| Is it liquid? | | |
| Is it solid? | | |
| Does it make sound when we hit a desk? | | |
| Is it made of gold? | | |
| Is it made of wood? | | |

**Activity 4** Guess the material:



It is made of ............... .



It is made of ............... .

**Parents' tips: Activities (3) & (4):** Look at the pictures and answer the questions to know each object's material. You can play this game with objects around you, too.

**Aim:** Identify the properties of different objects to know the material used to make it.

**Subjects integration:**

- **English:** Answer questions about some objects to identify what it is made of.
- **Science:** Ask questions based on observations to find more information.

**Life Skills:** Provide effective feedback - Critical thinking.



Lesson 3

# Three forms of water

**Activity 1** Complete by using these words:

(solid - liquid - gas)

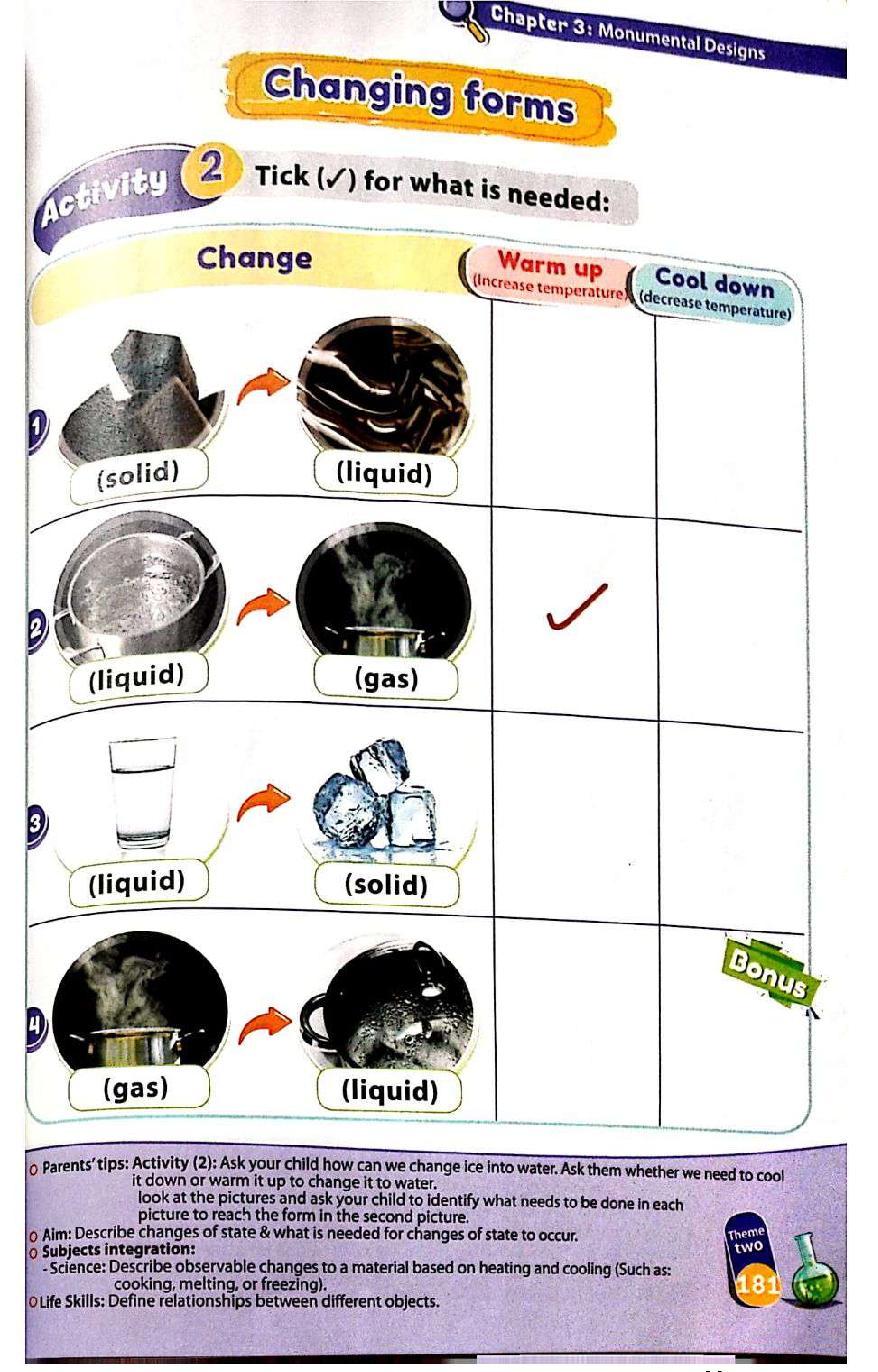


..............................

..............................

..............................

- **Parents' tips: Activity (1):** Look at each picture and ask your child to identify its matter. Exp[lain] that water can have 3 forms: solid, liquid and gas.
- **Aim:** Investigate forms of matter.
- **Subjects integration:**
  - **English:** Participate in collaborative conversations with peers and adults about the forms o[f] matter.
  - **Science:** Classify objects and materials as solid, liquid, or gas.
- **Life Skills:** Define relationships between different objects - Critical thinking.



# Changing forms

## Activity 2 Tick (✓) for what is needed:

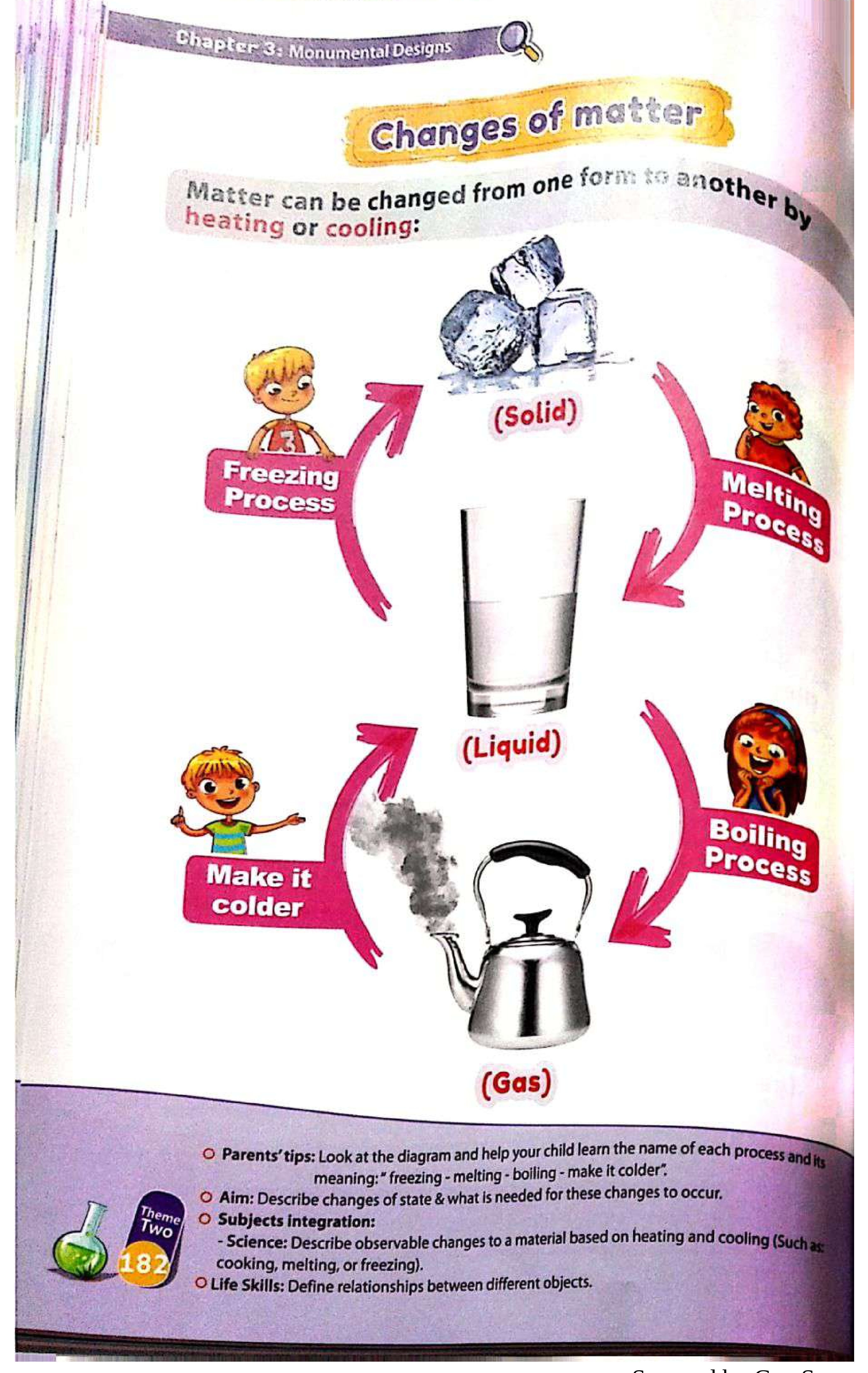
| Change | Warm up (Increase temperature) | Cool down (decrease temperature) |
|---|---|---|
| 1 (solid) → (liquid) | | |
| 2 (liquid) → (gas) | ✓ | |
| 3 (liquid) → (solid) | | |
| 4 (gas) → (liquid) | | |

Bonus

- Parents' tips: Activity (2): Ask your child how can we change ice into water. Ask them whether we need to cool it down or warm it up to change it to water.
  look at the pictures and ask your child to identify what needs to be done in each picture to reach the form in the second picture.
- Aim: Describe changes of state & what is needed for changes of state to occur.
- **Subjects integration:**
  - Science: Describe observable changes to a material based on heating and cooling (Such as: cooking, melting, or freezing).
- Life Skills: Define relationships between different objects.

# Changes of matter

Matter can be changed from one form to another by heating or cooling:




- **Parents' tips:** Look at the diagram and help your child learn the name of each process and its meaning: " freezing - melting - boiling - make it colder".
- **Aim:** Describe changes of state & what is needed for these changes to occur.
- **Subjects integration:**
  - **Science:** Describe observable changes to a material based on heating and cooling (Such as: cooking, melting, or freezing).
- **Life Skills:** Define relationships between different objects.

Activity 3 Look at the previous activity, then complete:

...............

Process

...............

Process

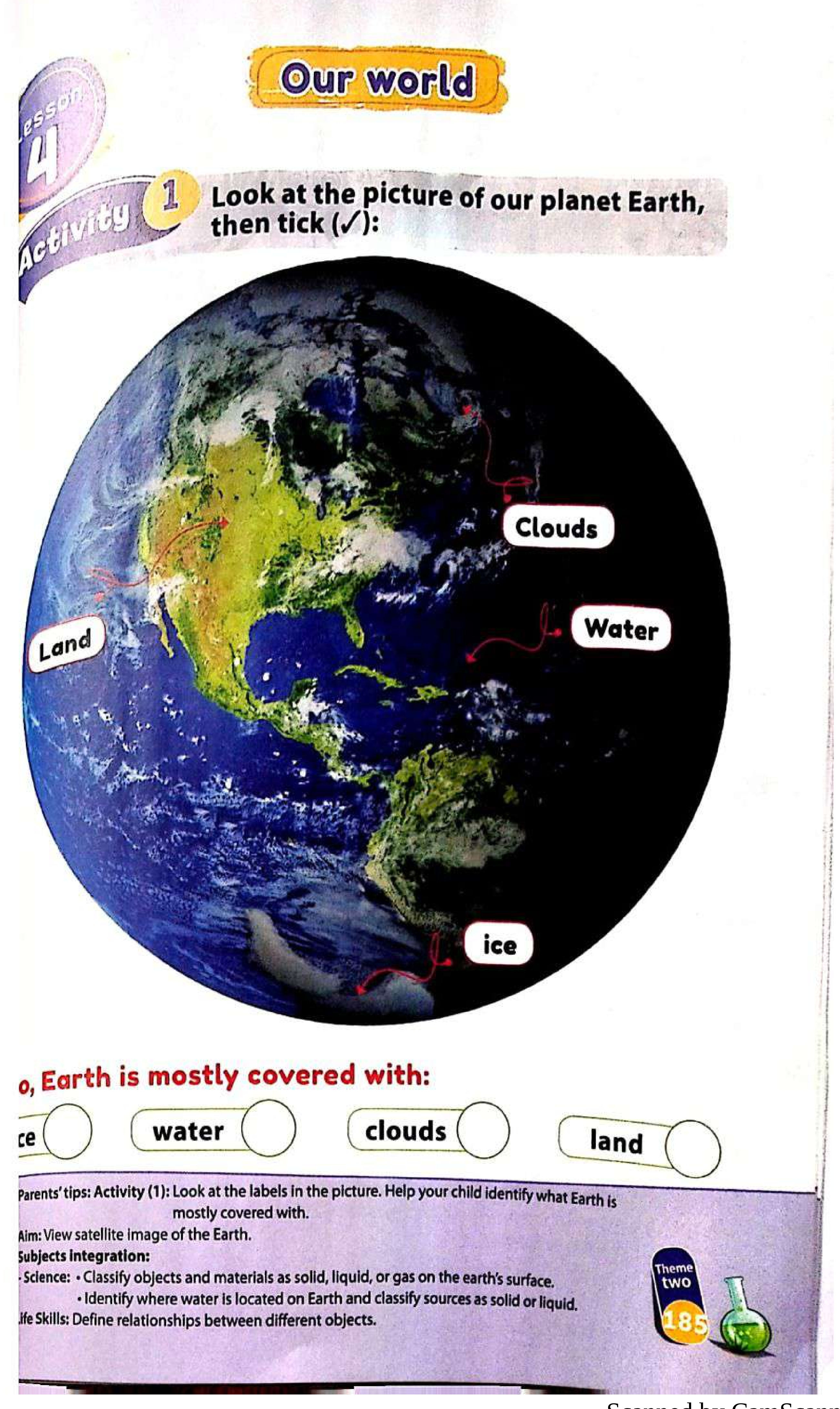
...............

Process

arents' tips: Activity (3): Encourage your child to identify the process used in each picture.
im: Describe changes of state and what is needed for the changes to occur.
ubjects integration:
Science: • Describe observable changes to a material based on heating and cooling (Such as: cooking, melting, or freezing).
• Use observations to complete the diagrams.
Life Skills: Observation - Critical thinking - Define relationships between different objects.




I learned
Tick (✓) what you learned:
The 3 forms of matter:
solid
liquid
gas
Changing of matter:
Freezing Process
(Solid)
(Liquid)
Make it colder
(Gas)
* I use my 5 senses to describe materials.
Theme Two
184



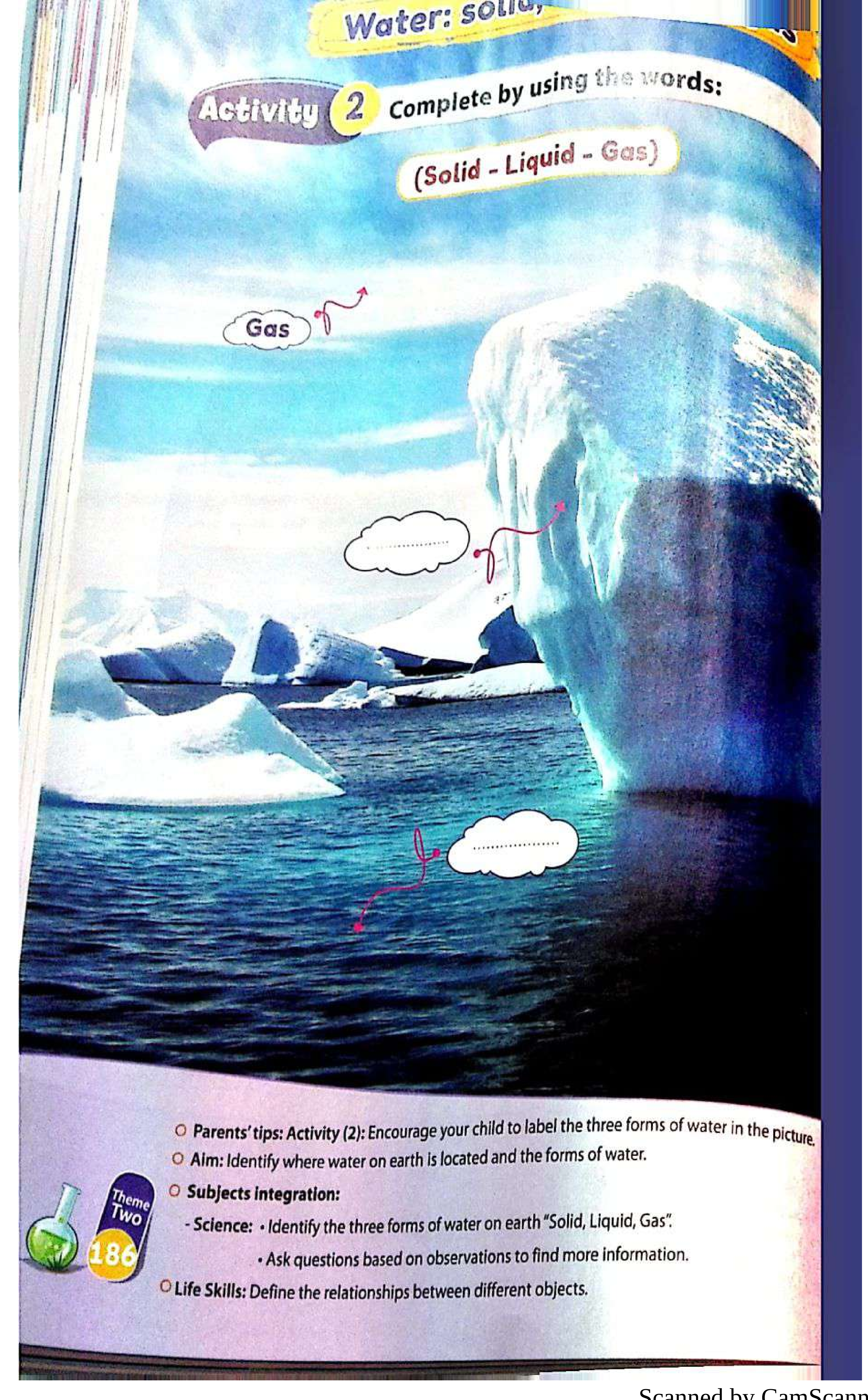

Parents' tips: Activity (1): Look at the labels in the picture. Help your child identify what Earth is mostly covered with.

Aim: View satellite image of the Earth.

Subjects Integration:

- Science: • Classify objects and materials as solid, liquid, or gas on the earth's surface.
  • Identify where water is located on Earth and classify sources as solid or liquid.

Life Skills: Define relationships between different objects.





**Activity 2** Complete by using the words:

(Solid - Liquid - Gas)



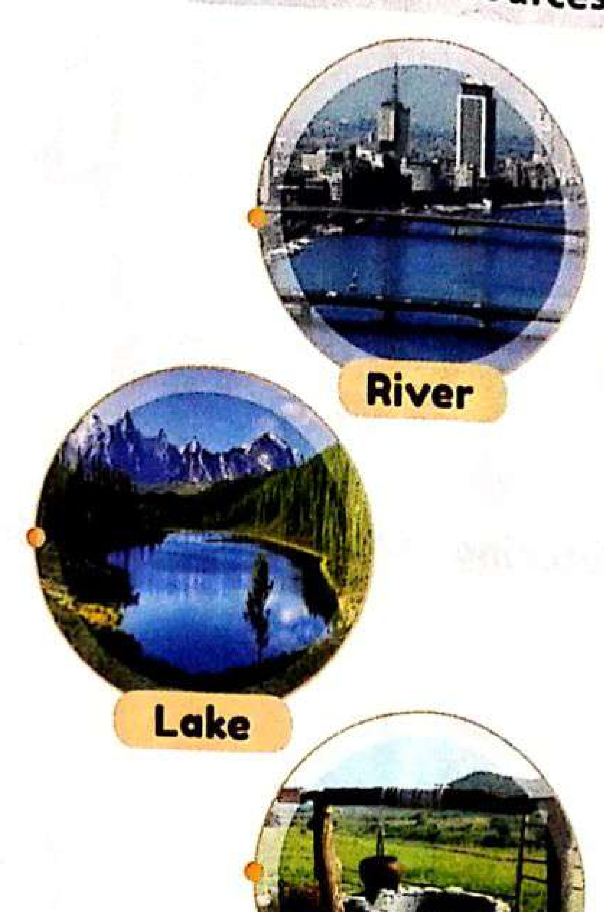
- **Parents' tips: Activity (2):** Encourage your child to label the three forms of water in the picture.
- **Aim:** Identify where water on earth is located and the forms of water.
- **Subjects integration:**
  - **Science:** • Identify the three forms of water on earth "Solid, Liquid, Gas".
    • Ask questions based on observations to find more information.
- **Life Skills:** Define the relationships between different objects.

# Fresh water and salt water



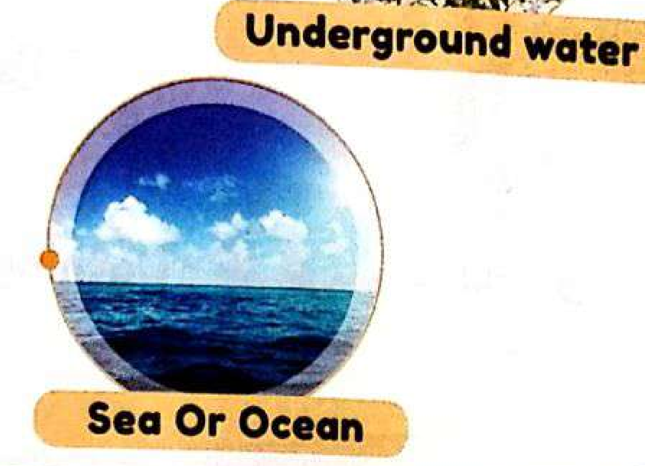

**Match fresh and salt water to their sources:**










**arents' tips: Activity (3):** Explain to your child that there are two types of water: salt and fresh. Help your child match each type to where he/she might find it.

**im:** Identify where water on earth is located.

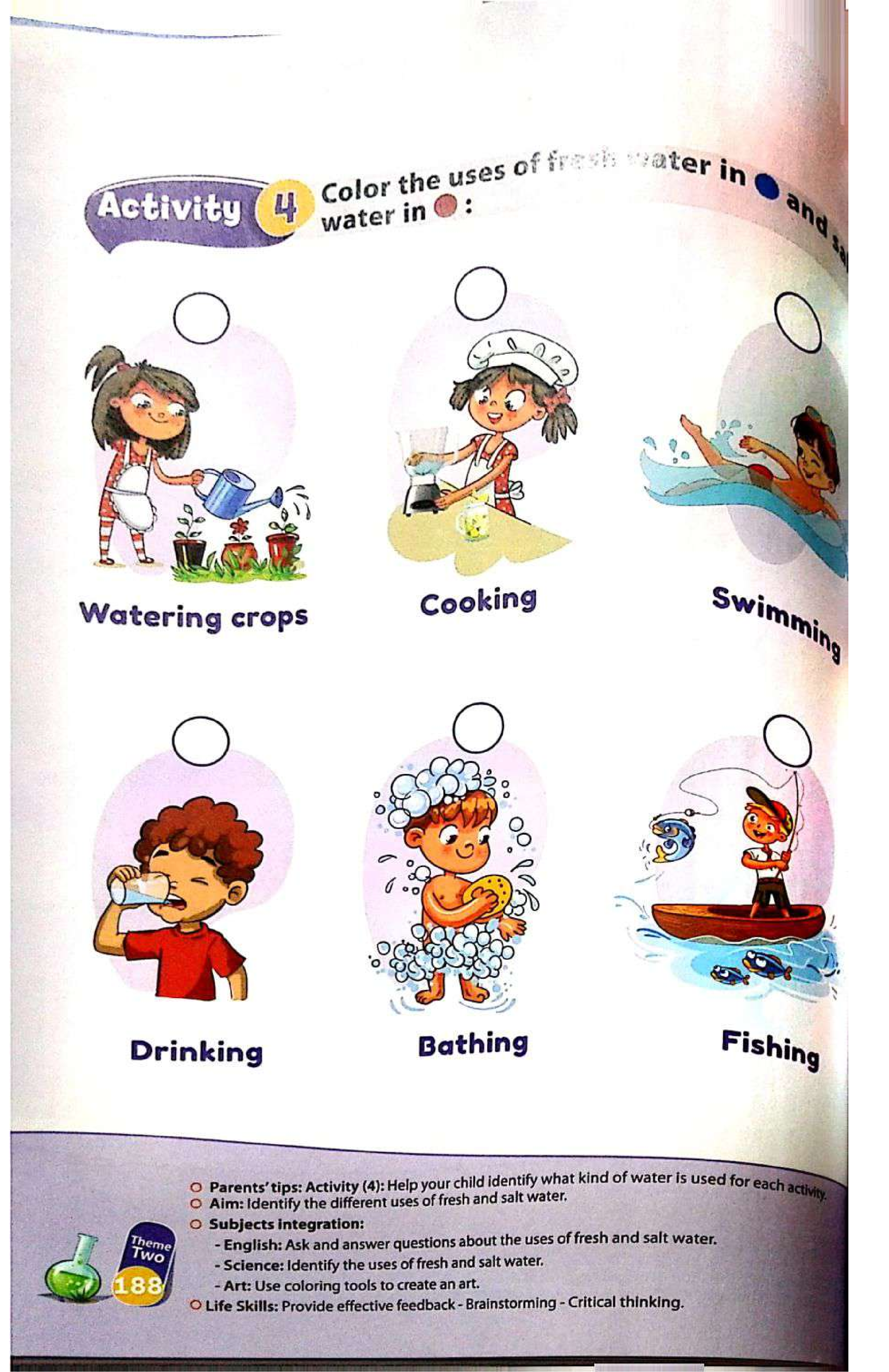
**ubjects Integration:**

**English:** • Participate in collaborative conversations with peers about sources of fresh and salt water.

**Science:** Identify the sources of fresh and salt water.

**fe Skills:** Communication - Define relationships between different objects.





Activity 4
Color the uses of fresh water in and sa
water in :
Watering crops
Cooking
Swimming
Drinking
Bathing
Fishing
Parents' tips: Activity (4): Help your child identify what kind of water is used for each activity.
Aim: Identify the different uses of fresh and salt water.
Subjects integration:
- English: Ask and answer questions about the uses of fresh and salt water.
- Science: Identify the uses of fresh and salt water.
- Art: Use coloring tools to create an art.
Life Skills: Provide effective feedback - Brainstorming - Critical thinking.
Theme Two
188



Lesson 5

# Reversible and irreversible changes



## Activity 1 Complete by using the words below:

**(Reversible - Irreversible)**



Irreversible ..........

..........

..........

..........

**Parents' tips:** Activity (1): Explain that when some objects change form they can return back to their first form while others can't. Look at the pictures and identify which can be changed back and which cannot.

**Aim:** Describe how temperature can change the properties of a material.

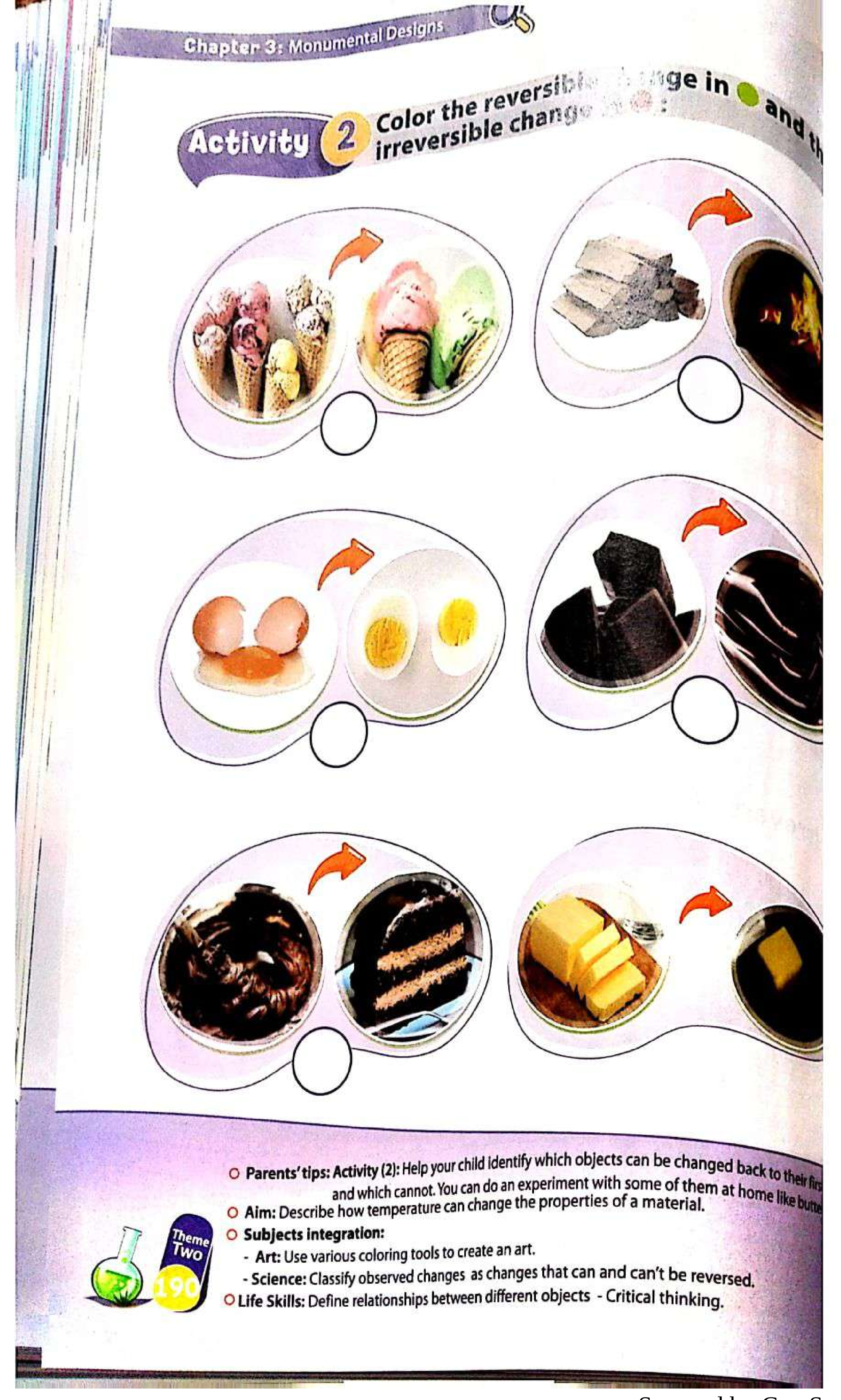
**Subjects integration:**

**English:** Participate in collaborative conversations with peers.

**Science:** Classify observed changes (from heating and cooling) as changes that can and can't be reversed.

**Life skills:** Define relationships between different objects - Critical thinking.

## Activity 2 Color the reversible ...ge in ... and th... irreversible chang...



- **Parents' tips: Activity (2):** Help your child identify which objects can be changed back to their firs... and which cannot. You can do an experiment with some of them at home like butte...
- **Aim:** Describe how temperature can change the properties of a material.
- **Subjects integration:**
  - **Art:** Use various coloring tools to create an art.
  - **Science:** Classify observed changes as changes that can and can't be reversed.
- **Life Skills:** Define relationships between different objects - Critical thinking.

# Forces of nature

The main forces of nature which affect a building are: **(sun, wind and rain)**

## Activity 3 Look, then answer:

House made of ice

A

House made of rocks

B

| Questions | Yes | No |
|---|---|---|
| - Does the house in picture (A) melt from the sun? | | |
| - Does the house in picture (B) melt from the sun? | | |
| - Does the house in picture (A) break down from wind and rains? | | |
| - Does the house in picture (B) break down from wind and rains? | | |
| - Are rocks the best materials used for building? | | |

**Parents' tips: Activity (3):** Help your child compare both pictures and answer the questions to find out which material is more suitable for building.

**Aim:** Predict how weather affects natural and human-made objects.

**Subjects integration:**

- **English:** Answer questions about key details in the picture.
- **Science:** Ask questions based on observations to find more information.

**Life Skills:** Critical thinking - Define relationships between different objects.




I learned
Tick (✓) what you learned:
Sources of fresh water:
Lakes
Rivers
Underground water
Uses of fresh water:
Drinking
Bathing
Cooking
Fishing
Water
can change
Ice
can return
Reversible change
Raw egg
can change
doesn't return
Irreversible change
Theme Two

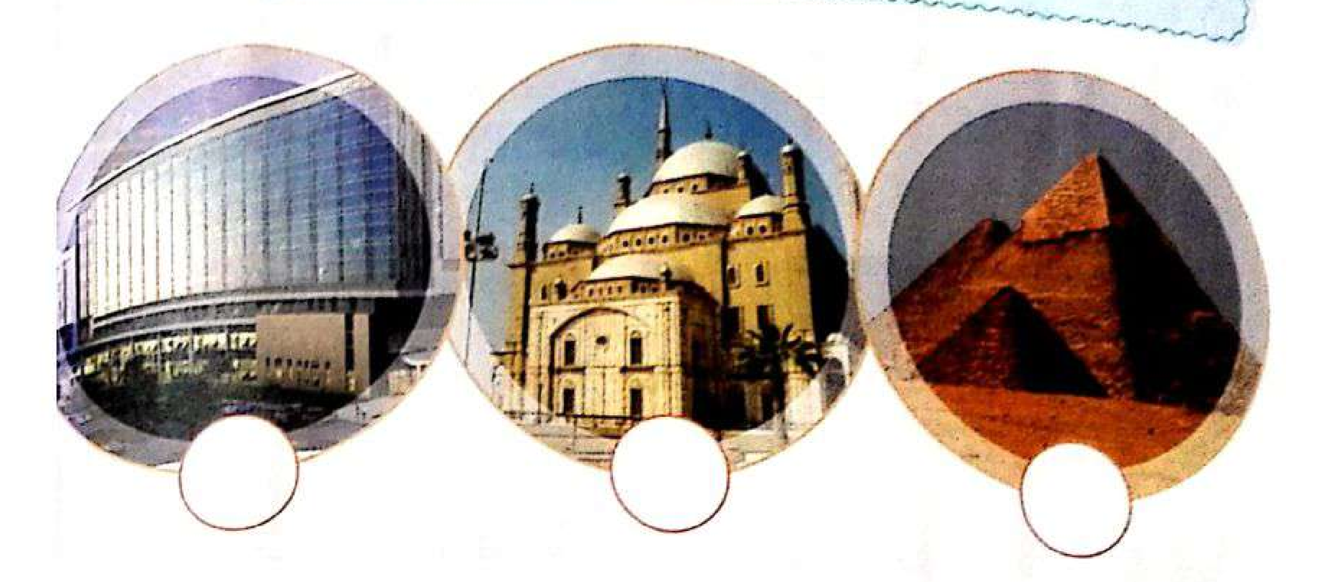


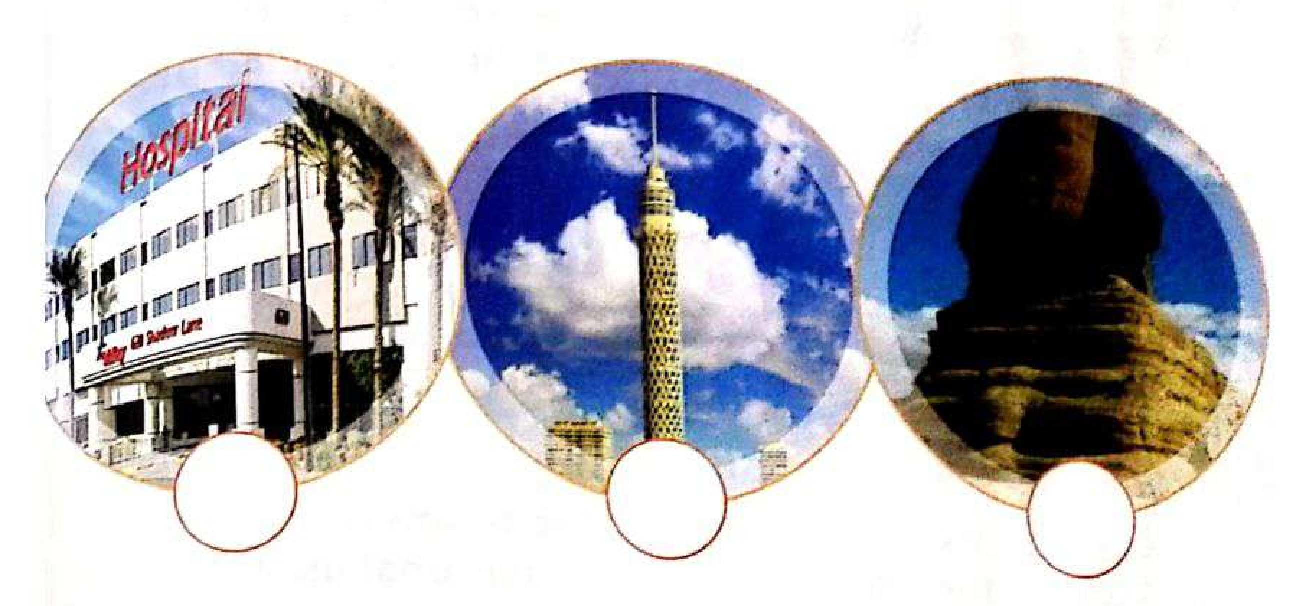

# Monuments of Egypt

## Activity 1 Look, then tick (✓) the monuments:

**Note:**

A monument is a place or building that honors a special person or event.






**Parents' tips: Activity (1):** Explain what a monument is: "a place or building that honors a special person or event. Encourage your child to identify which of the pictures is a monument.

**Aim:** Name and describe monuments found in Egypt.

**Subjects integration:**

- **English:** Participate in collaborative conversations about monuments.
- **Social Studies:** Identify some historic monuments.

**Life Skills:** Provide effective feedback.






## Learning about Egy[illegible] monuments:

### Karnak Temple



The largest religious building ever made.

### Al Azhar Mosque



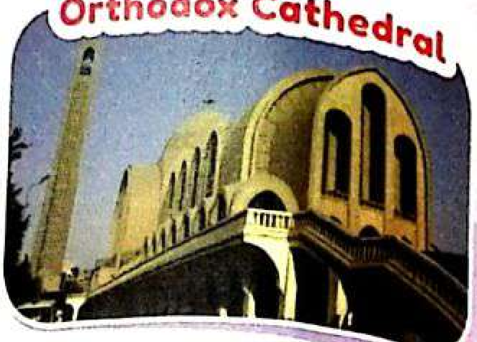
The most important and the most famous mosque in the Islamic world. In the past, it was a university.

### Cairo Tower



The highest tower in Egypt.

### Mark's Coptic Orthodox Cathedral



The largest and the most famous church in Egypt.

### The Pyramids



The oldest stone building in the world.

### Statue of Saad Zaghloul



One of the most famous national leaders.

- **Parents' tips: Activity (2):** Explain what a monument is: "a place or building that honors a special person or event". Encourage your child to learn more about Egyptian monuments.
- **Aim:** Name and describe monuments found in Egypt.
- **Subjects integration:**
  - **English:** Read and comprehend the text about the Egyptian historic monuments.
  - **Social Studies:** Identify some Islamic and Coptic historic monuments.
- **Life Skills:** Provide effective feedback.

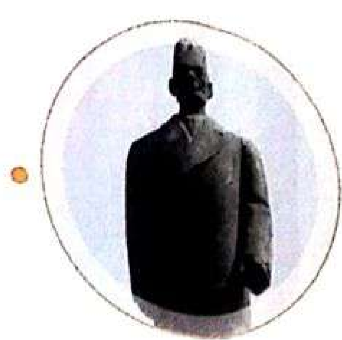


Activity

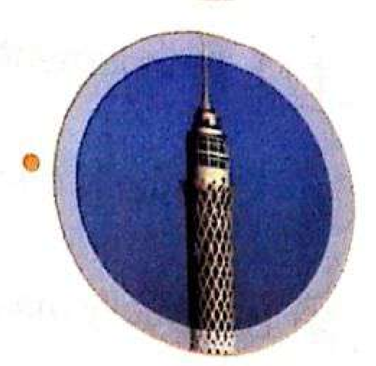
Karnak Temple



Cairo Tower



Al Azhar Mosque



Statue of Saad Zaghloul



Mark's Coptic Orthodox Cathedral



**Parents' tips: Activity (3):** Help your child match the name of each monument to the correct picture.

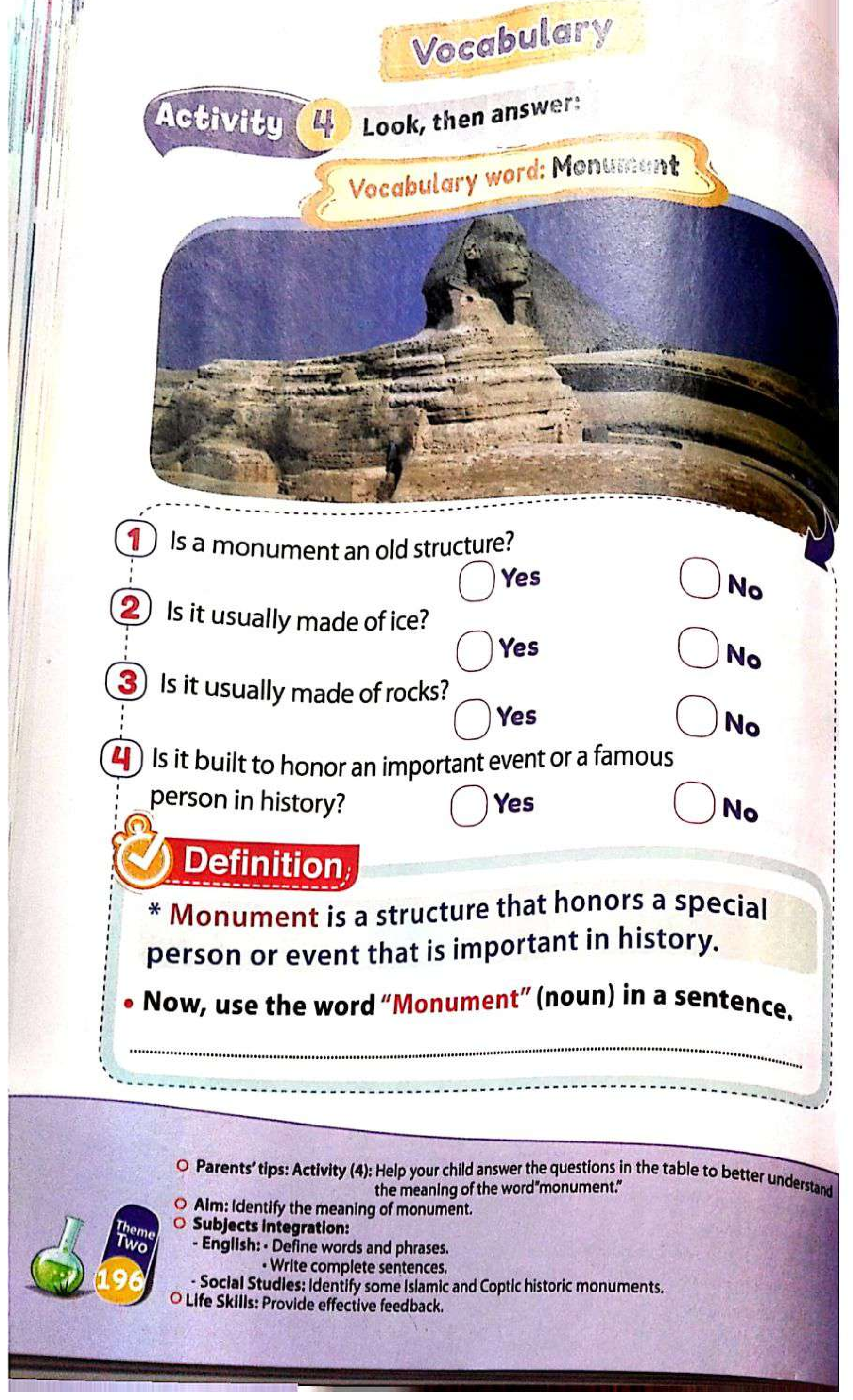
**Aim:** Name and describe monuments found in Egypt.

**Subject integration:**

- **English:** Ask and answer questions about the Egyptian historic monuments.
- **Social Studies:** Identify some Islamic and Coptic historic monuments.

**Life Skills:** Observation.





# Vocabulary

**Activity 4** Look, then answer:

**Vocabulary word: Monument**

1. Is a monument an old structure? ◯ Yes ◯ No
2. Is it usually made of ice? ◯ Yes ◯ No
3. Is it usually made of rocks? ◯ Yes ◯ No
4. Is it built to honor an important event or a famous person in history? ◯ Yes ◯ No

## Definition

* **Monument** is a structure that honors a special person or event that is important in history.

- **Now, use the word "Monument" (noun) in a sentence.**

..............................................................................................................................

- **Parents' tips:** Activity (4): Help your child answer the questions in the table to better understand the meaning of the word "monument."
- **Aim:** Identify the meaning of monument.
- **Subjects Integration:**
  - English: • Define words and phrases.
    • Write complete sentences.
  - Social Studies: Identify some Islamic and Coptic historic monuments.
- **Life Skills:** Provide effective feedback.

## Activity 1 ... then complete:

...would like to create a monument in the middle of the park to honor a person or event.

### Ideas

1. Whom will my monument honor?

..........................................................................................

2. What will my monument look like?

Building ☐ Fountain ☐ Statue ☐

### Requirement

What do I need?

| Materials | Shapes |
|---|---|
| Materials used are in<br>Solid ☐<br>Liquid ☐<br>Gas ☐ | Draw the shapes that will be used |

### Drawing

**Front view**

**Back view**

**Parents' tips: Activity (1):** Help your child create their own monument by answering the questions above

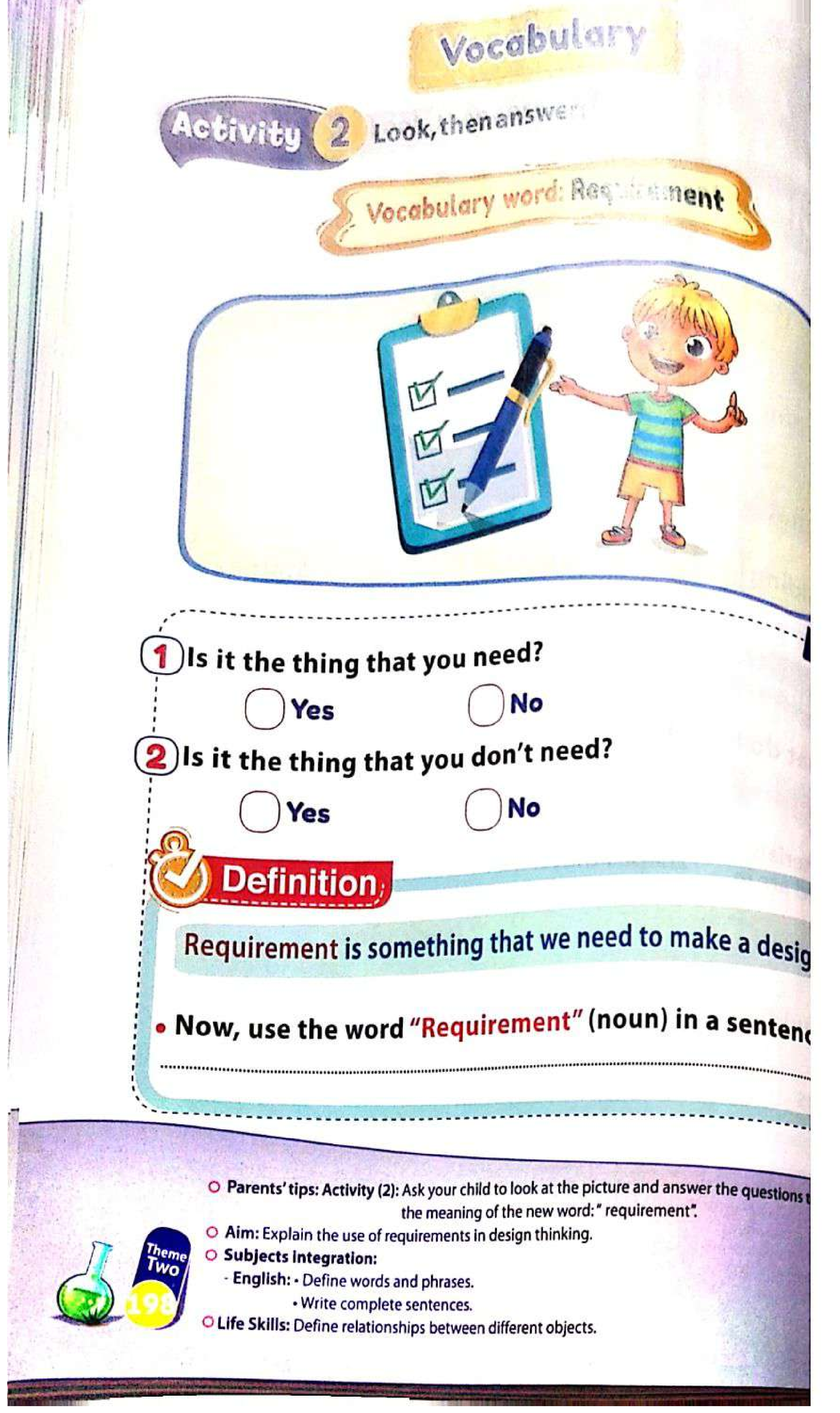
**Aim:** Plan for a design of a monument using requirements.

**Subject integration:**

- Art: • Use various coloring and drawing tools to create an art.
  • Participate in producing and displaying a work of art.

**Life Skills:** Creativity - Productivity - Collaboration.





## Vocabulary

**Activity 2** Look, then answe

Vocabulary word: Req[illegible]ment

1. Is it the thing that you need?

   ◯ Yes ◯ No

2. Is it the thing that you don't need?

   ◯ Yes ◯ No

### Definition

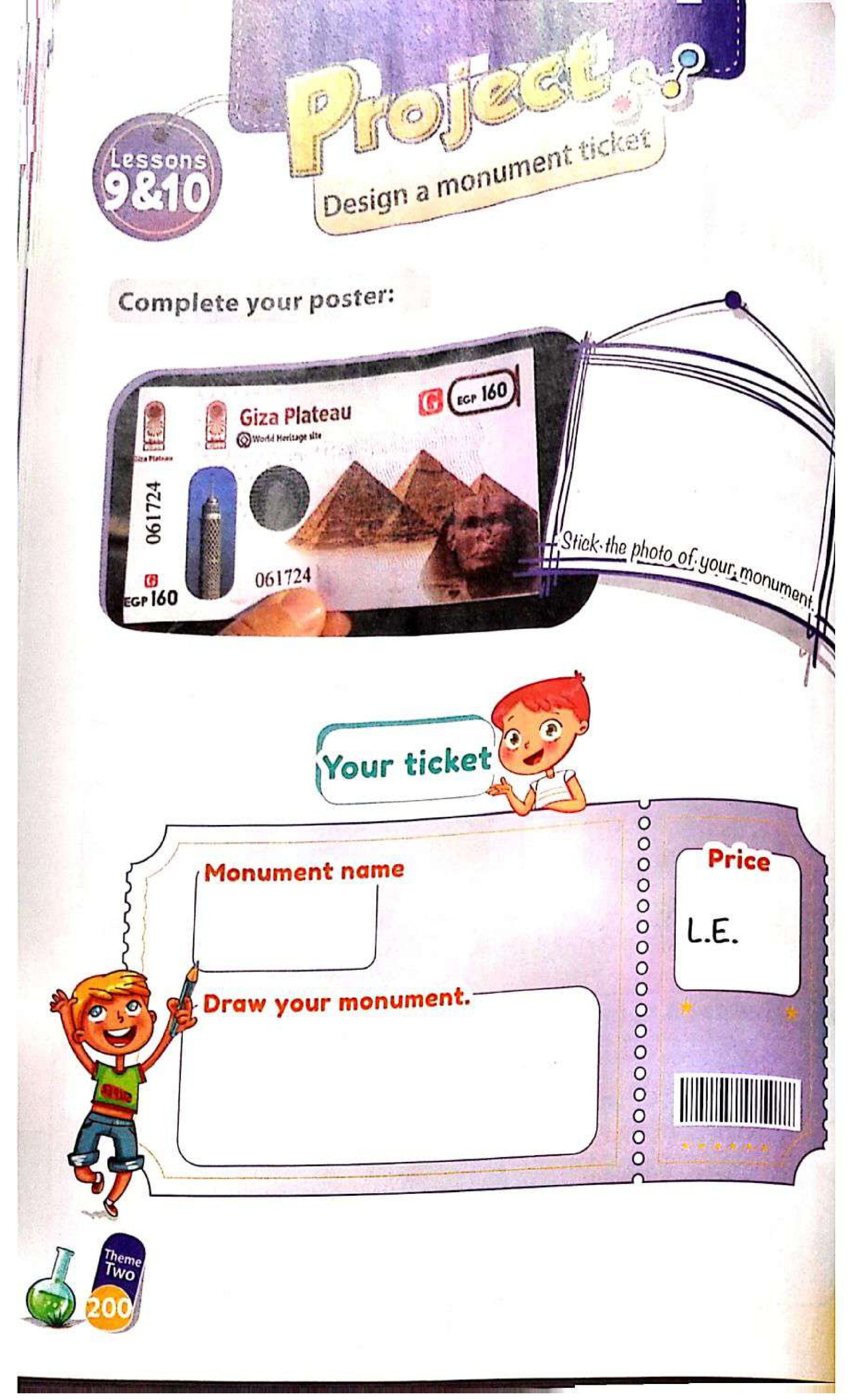
Requirement is something that we need to make a desig

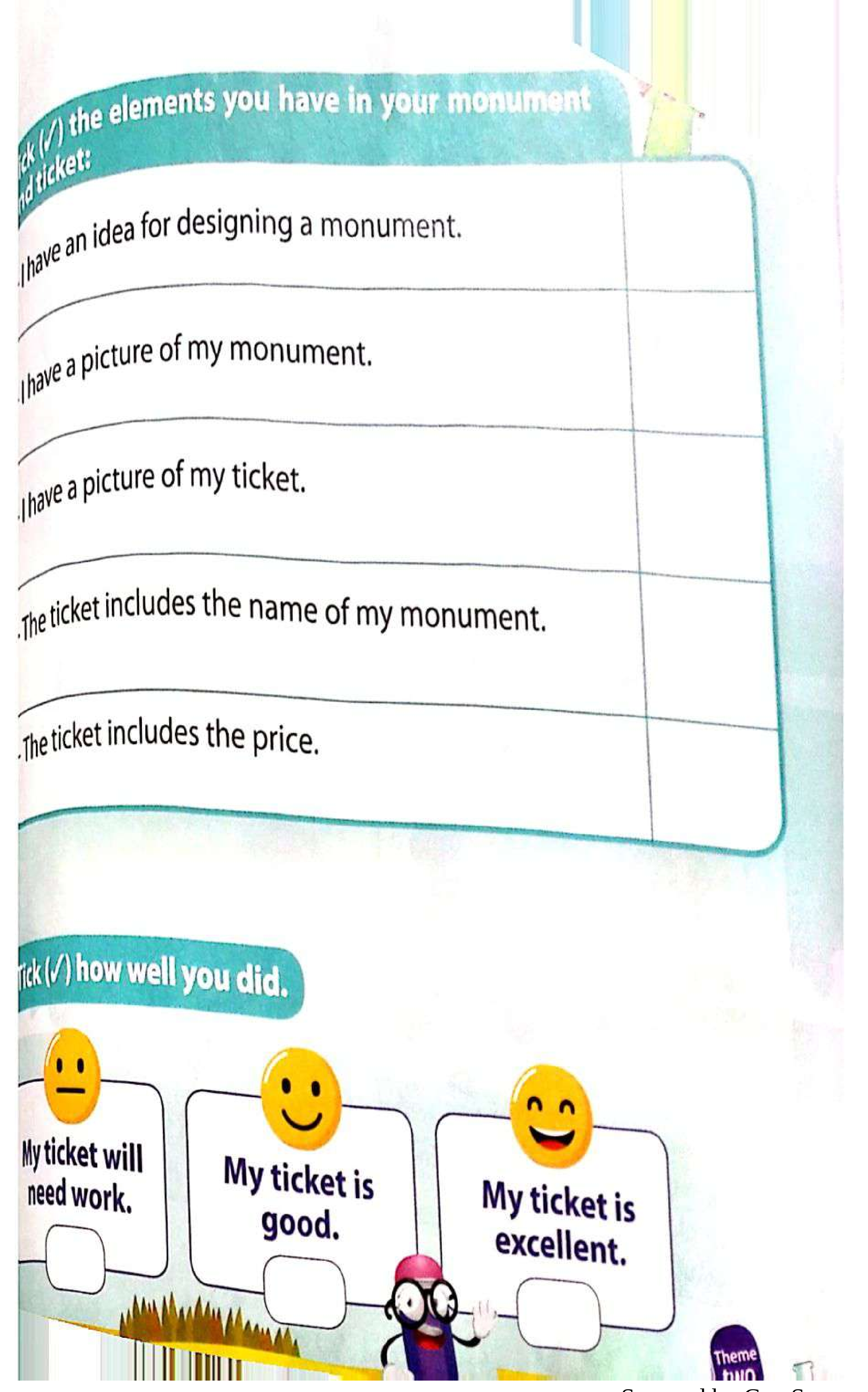
- Now, use the word "Requirement" (noun) in a senten

..................................................................................................................

- Parents' tips: Activity (2): Ask your child to look at the picture and answer the questions t the meaning of the new word: " requirement".
- Aim: Explain the use of requirements in design thinking.
- Subjects Integration:
  - English: • Define words and phrases.
    • Write complete sentences.
- Life Skills: Define relationships between different objects.


Tick (✓) what
Monument:
is a structure that honors a special person or event that is important in history.
Egyptian monuments:
Karnak Temple
Al-Azhar Mosque
Mark's Coptic Orthodox Cathedral
Statue of Saad Zaghloul
Cairo Tower
The Pyramids
To visit any monument, we must buy a ticket.
Theme two
199


Lessons 9&10
Project
Design a monument ticket
Complete your poster:
Giza Plateau
World Heritage site
EGP 160
061724
061724
EGP 160
Stick the photo of your monument.
Your ticket
Monument name
Draw your monument.
Price
L.E.
Theme Two
200



## ick (✓) the elements you have in your monument nd ticket:

| | |
|---|---|
| . I have an idea for designing a monument. | |
| . I have a picture of my monument. | |
| . I have a picture of my ticket. | |
| . The ticket includes the name of my monument. | |
| . The ticket includes the price. | |

## Tick (✓) how well you did.

| My ticket will need work. | My ticket is good. | My ticket is excellent. |
|---|---|---|
| ☐ | ☐ | ☐ |

# Words Dictionary

## Conflict



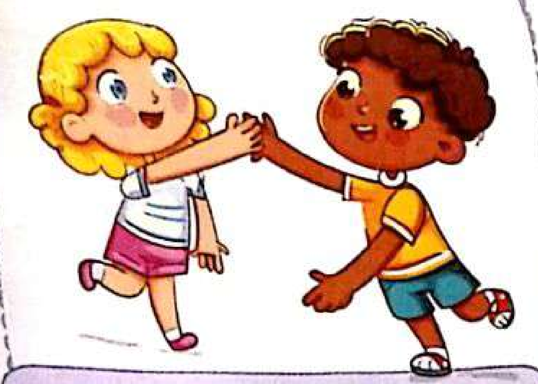
when the problem we face is between us and another person

## Conflict resolution



when you have a problem with someone else, you need a way to solve it peacefully

## Compromise



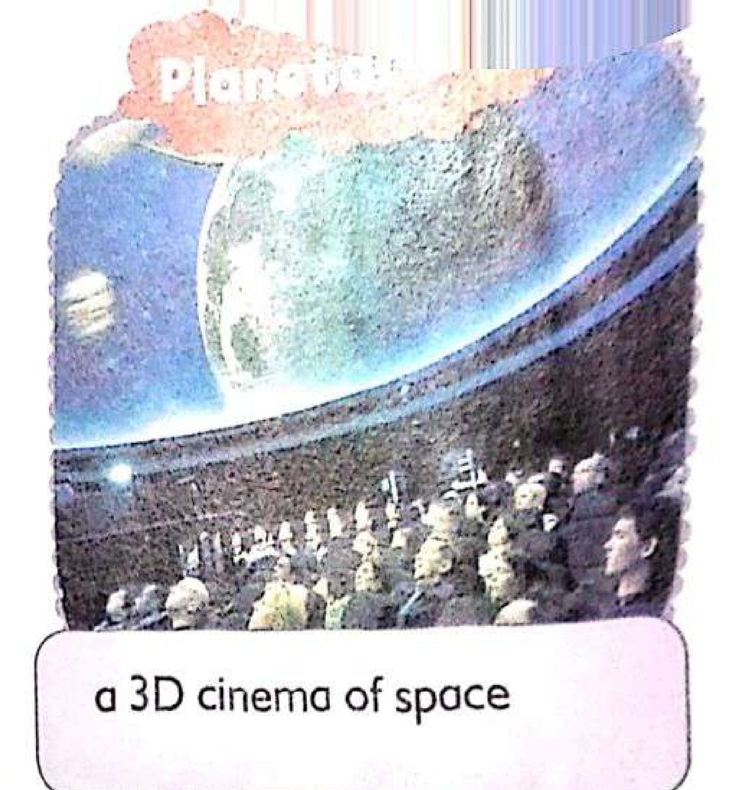
means each person gets some of what they want in order to find a solution

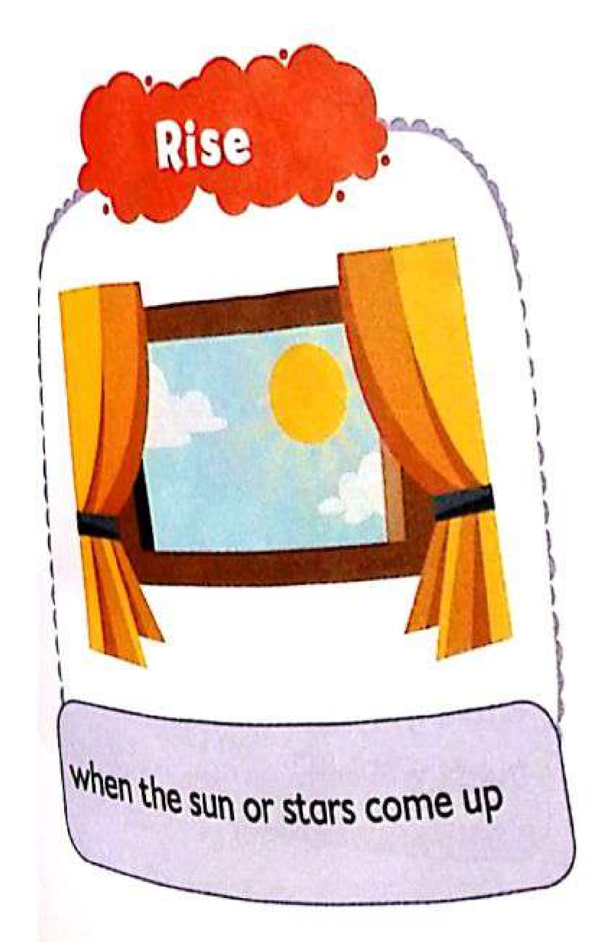
## Income



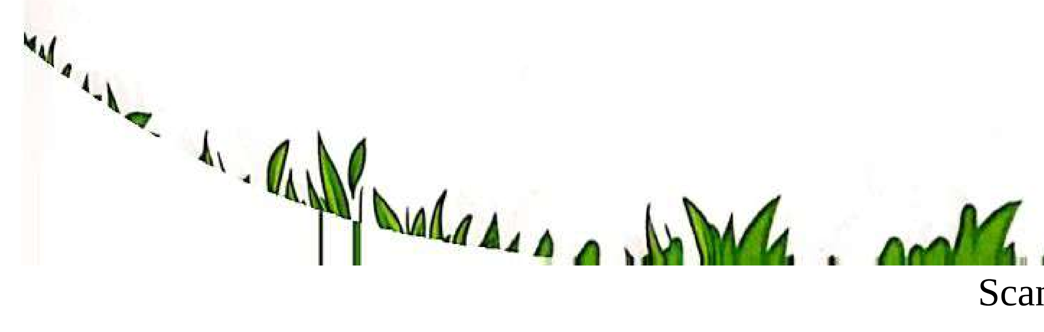
the money that we get from a job


Constellation
a group of stars that makes a shape in the sky

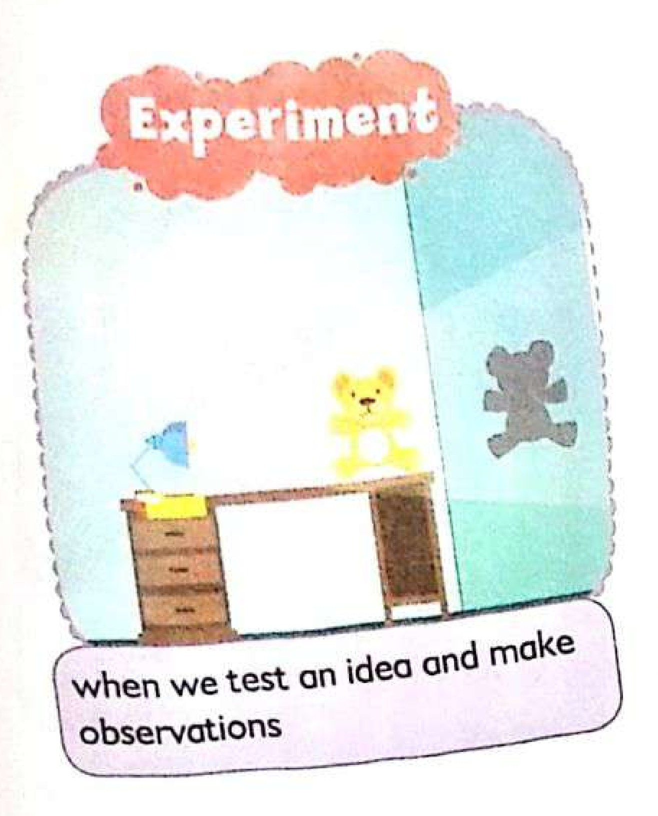

Planeta
a 3D cinema of space

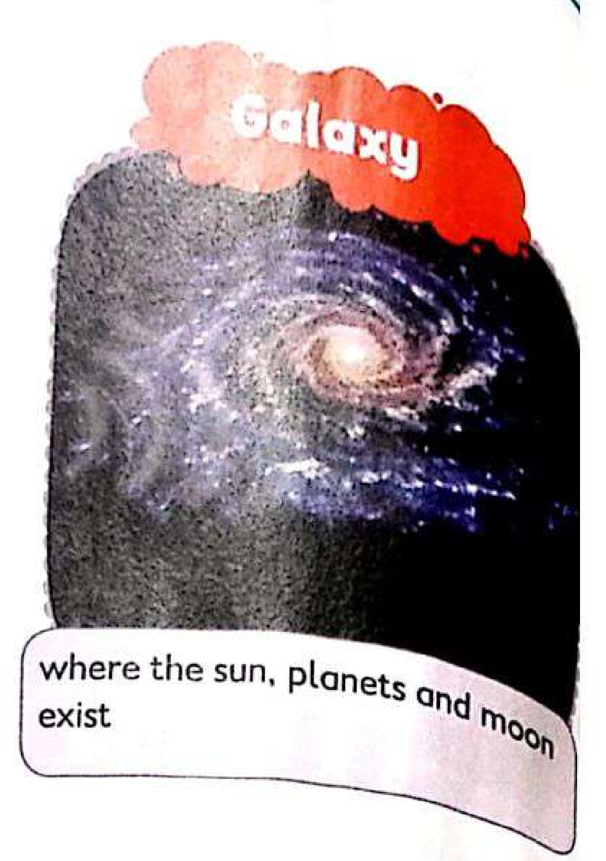

Rise
when the sun or stars come up

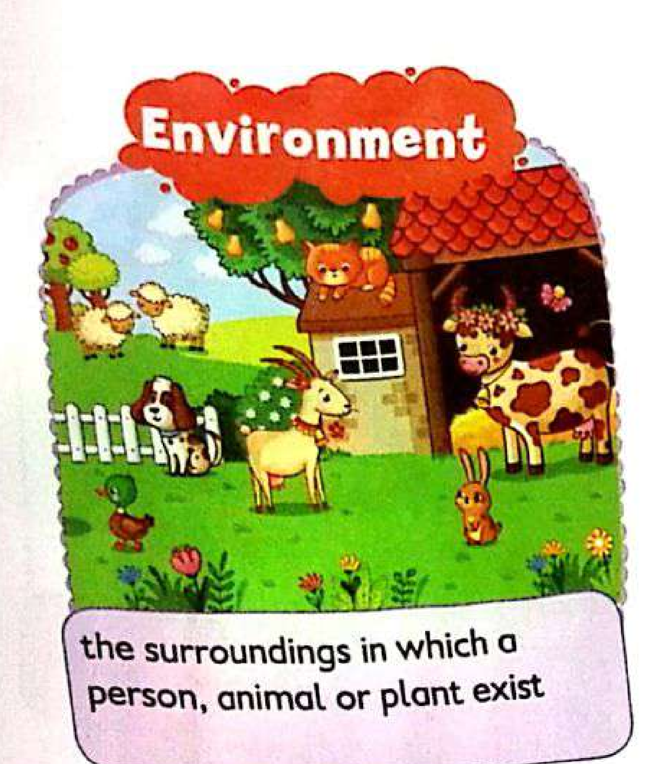

Set
when the sun or stars disappear

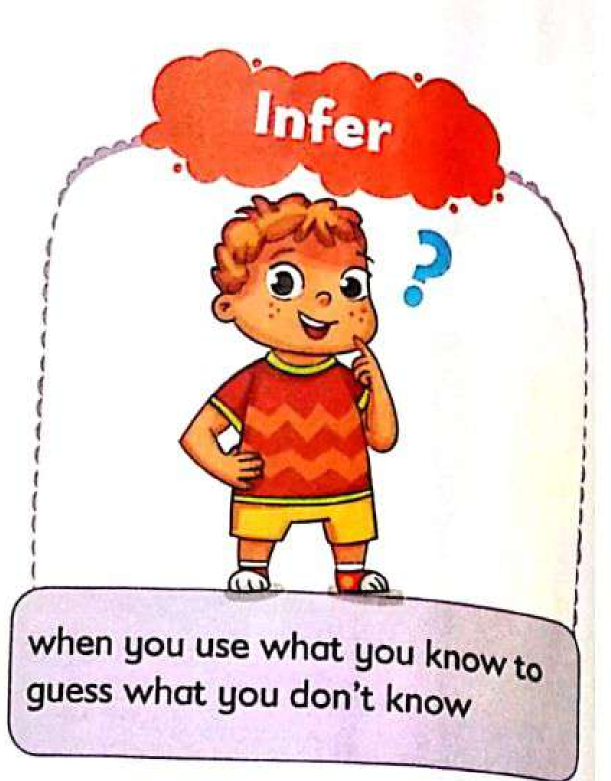




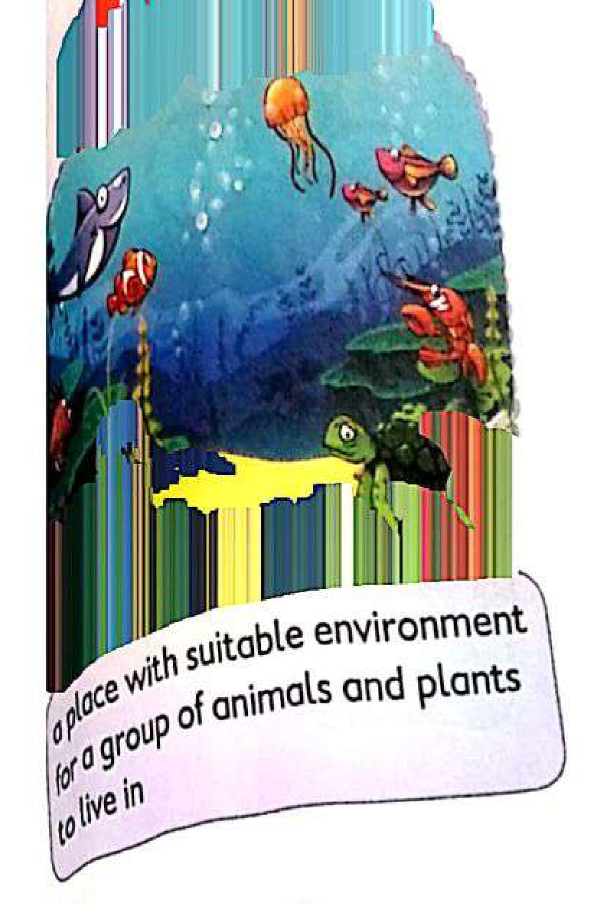

Experiment
when we test an idea and make observations


Galaxy
where the sun, planets and moon exist


Environment
the surroundings in which a person, animal or plant exist


Infer
when you use what you know to guess what you don't know





a place with suitable environment for a group of animals and plants to live in



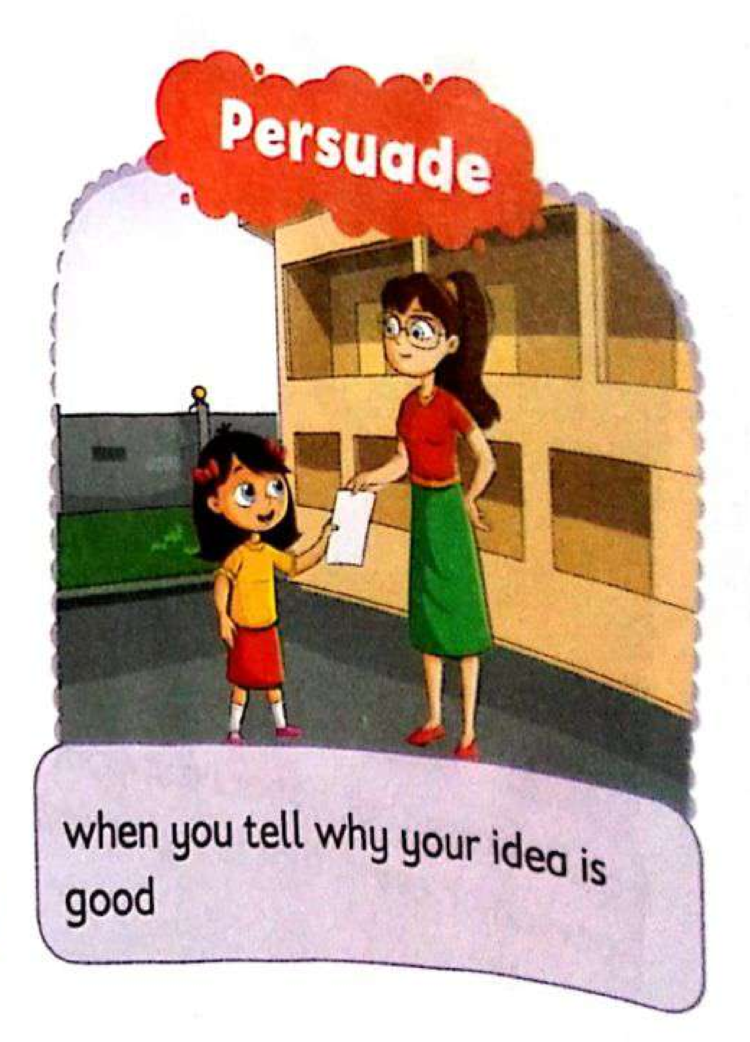
a camera in space that can take pictures of the earth and stars

## Steward



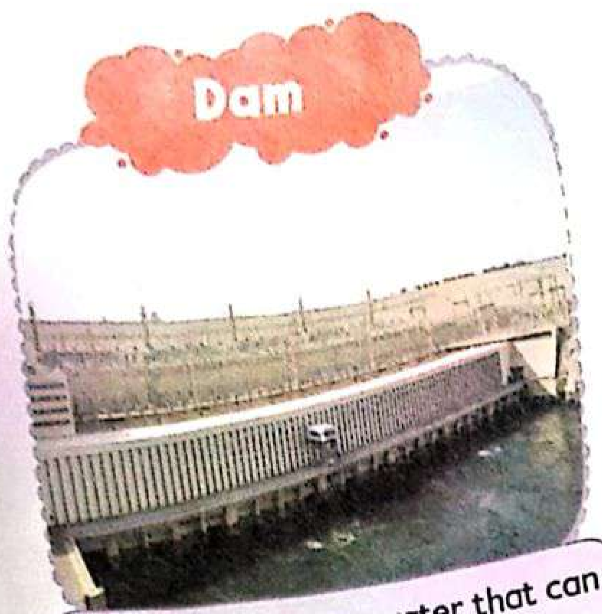
a person who changes the surrounding environment to be better

## Persuade



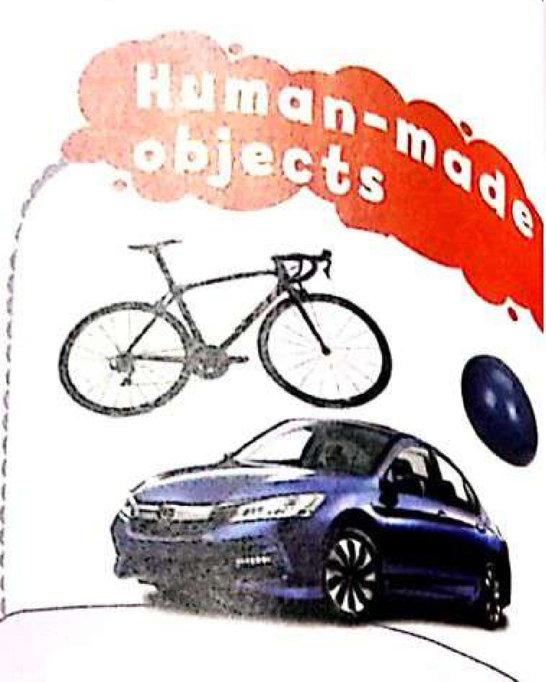
when you tell why your idea is good

## Dam



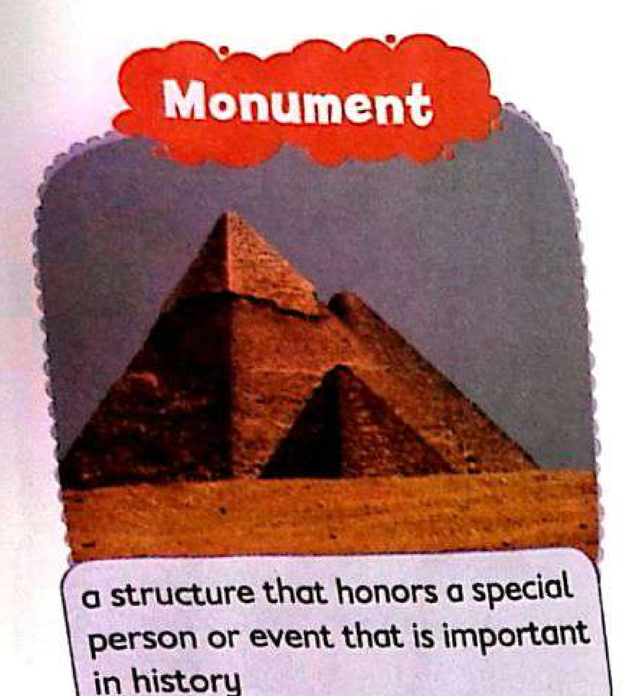
a barrier across the water that can be opened and closed allowing people to control how much water passes through

## Human-made objects



are objects made by man

## Monument



a structure that honors a special person or event that is important in history

## Requirement



something that we need to make a design

